

PERSONAL

Before Christmas there was news of a conference in Manchester, where teachers' unions met with local authority employers, to discuss a new structure for teachers' pay. The main aim of the conference, we were told, was to devise a system by which young teachers would be allowed to step onto the ladder of full membership of the profession. There would be a "new entry grade" for every beginner.

Such a system seems to me admirable, especially if it entails a lighter workload for beginners, and a real system of supervision by experienced teachers. I personally, (as I have said, in and out of season, for ages), would like to see this extended training carried out at selected "teaching" schools, analogous to teaching hospitals. Such an arrangement would, I believe, go far towards establishing a proper, believable, professionalism for teachers, and would make them more confident, and better able to uphold the values of education, when they were in danger of being forgotten among social or medical values.

In any case, I would very much hope that promotion for a young teacher would be subject to a good report from the training school, rather than, as the National Union of Teachers wants,

automatic, unless the local authority can find a reason for blocking it. It seems to me dimly predictable that the NUT should have taken this line; and it is equally dimly predictable that, if its view prevails, promotion would be virtually universal, and that if a local authority ventured to suggest that some probationer was not good enough to proceed to the regular ladder and salary scale, that the authority would be liable to prosecution.

However, I have another interest in the proposed reorganization of teachers' salary scales. I hope very much that no major reorganization is agreed without thought being given to the salary of those teachers who are responsible for the education of children with special needs. The 1978 report said nothing very specific about salary differentials. The committee, though conscious of salary implications in their recommendations, on the whole sensibly argued that their task was to provide broad suggestions for reorganization, not to take over the business of Burnham, since they had no negotiating powers.

Now that the provision of education for children with special needs is gradually changing, numbers of anomalies have doubtless begun to be seen in the remuneration of teachers whose duty it is to teach these children, for at least part of their time. In different schools different problems are begin-



Mary Warnock

ning to arise, as, for example, the notion of remedial education is being swallowed up in the wider concept of special needs. It is high time that the whole issue was looked at anew. The committee was, on the whole, agreed that it would be desirable for teachers who had special training in the teaching of special needs children to have a salary increment, wherever they subsequent-

ly taught, and whether or not there were in fact any special needs children among their pupils at any given time.

I still believe this to be the way forward. For one thing, it would serve to make it seem worthwhile for teachers to undertake such training, and would encourage teachers in ordinary schools to do so. It would therefore be in accordance with the general spirit of integration. It is certain that a different salary scale for teachers in special schools and units is divisive and will continue to be so.

Perhaps the divisiveness of the unit, seen from the standpoint of teachers' salaries, is particularly troublesome. For, after all, a unit is supposed to be part of the school to which it is attached. But if the head of the unit is paid differently from other heads of department, this strongly suggests that, after all, the unit is a separate institution. Indeed, I am inclined to put on my white sheet (a garment I seem to have been wearing quite a lot lately) and say that I have been wrong since 1978 to suggest that the unit was the best first step towards integration.

I have been persuaded that as long as the word "unit" is employed (and it is a bleak and colourless word for what ought to be an innovating and imaginative part of the school) then teachers who work there will not really be regarded as equal to other members of

staff. If the head of the unit were, instead, a head of department, she would automatically be a part of the whole management structure of the school. She would have a voice in curriculum decision, decisions about time-tables, about the allocation of resources and the use of premises. She would be part of the power-structure of the school.

Moreover, apart from advantages seen strictly in management terms, she would be able to influence her colleagues in their general attitudes to children with special needs. A department is not a geographical concept, as a unit often is. Just as the modern languages department may have a geographical base in the school (though it need not), but pursues its activities anywhere in the buildings, so it might gradually be seen that the special needs department might spread out from one room, or set of rooms, into the rest of the school.

To rationalize the salary structure of teachers in such a way as to bring in the teaching of special needs children as a part of the general ladder of promotion seems to me of the utmost importance. The existence of units as thinly disguised special schools, incompatible with ordinary schools, is an obstacle to such rationalization.

CALIFORNIA DIARY

Payment by results - with strings

What gives the first-time visitor to California the most exhilarating boost is the way that energy and optimism flow in equal measure with the sun and surf. So it shouldn't be any surprise that some of the first fruits of a turn-around in the economy are already finding their way into the schools.

This is partly the result of the same agonizing debate about falling standards and teaching quality that is taking place right across the States, as it is in this country, but the refreshing difference in California is the recognition that you have to pay to jack up



California optimism and surf

standards - particularly to attract better teachers.

In these circumstances, the educators and administrators I met were deeply interested to hear that it is Government policy in Britain, too, to push up the quality of school and teacher performance - and very much enjoyed the joke when I explained that we were, however, coupling the policy with a cut in budgets, rather than an increase.

Within a few weeks of publication of the national excellence report, which had indicated "a rising tide of mediocrity" in the country's schools, the California state legislature had produced a huge and comprehensive reform Bill - SB 813 - (of which more next week's Overseas pages) and (about £57m) to pay for them with the promise of the same again next year if standards do improve.

So it is a payment-by-results policy with very light strings, since it is a pretty tall order to reform the quality of the teaching force of curriculum within the year - even with the best of financial incentives.

One of the problems, of course, is the quantity of the detailed prescriptions in SB 813 - like picking up more children in the areas of English, maths and science - the subject teachers - were literally written in the building of the

night to accommodate the interests of various haggling legislators.

Like most politicians, they knew a good prejudice when they saw one, but had little idea what was involved in the subsequent curriculum development.

As a result, they are now struggling out in the school districts to meet the challenge, fearful that unless they can be seen to be tightening up the curriculum themselves, the new live-wire state superintendent of public instruction, Bill Honig, will step in and do it for them.

Not all the extra money for the schools has been found out of an increased total budget, at least some has come at the expense of higher education and medical aid. The universities are already lobbying hard in the hope of recouping next year, but the community colleges may not be so lucky, so long as their brand of non-vocational adult education remains out of fashion.

"We're only cutting out the under-water basket-weaving," said Honig, according to reports. Norman Tebbit couldn't have put it better.

One of the thrusts of SB 813 is away from the SATs (scholastic aptitude tests) - now recognized as an invention of the psychologists who served up the education system - and towards a state-wide subject-based exam which seems to be getting closer to the British system. The universities are even calling for essay writing and conceptual thinking.

Bordering on reality

Down south in San Diego County, close to the Mexican border, Fallbrook Union High School has an unwieldy catchment area of 500 square miles, taking in sunny orange and avocado groves, a Marine base, nuclear power station, and Indian reservations.

The mixed roll includes 15 per cent of Mexicans (some of them presumably illegal immigrants, although it is illegal to ask), and 3 per cent Indians, who have come in from the local Catholic mission school.

It is clearly a well-run and happy school, which sends on its fair share of around a third of graduates to higher education. But principal Hank Woessner, has reservations about SB 813, particularly the second-year curriculum for the thickies he is struggling with.

"This requirement for geometry and algebra as part of the Bill is nonsense," he points out. "You have to be realistic about the quality of your students, and not all the people in the state legislature have thought about that. We need to have the flexibility to develop things in our own way."

One-third of his eighth grade level students arrive needing remedial reading, and two-thirds are unable to write a satisfactory 100-word paragraph. Standards in maths are much the same.

Walkabout principal

Meanwhile, down the road at Potter Junior High School, a dynamic new young principal, 37-year-old Bob Ferguson, was full of praise for SB 813. "They are right, we are not doing the job," One new requirement which had clearly worked its way down from the universities, via the high school, was for essay-writing skills. "Every class, every Monday, is now writing a 100-word essay."

Since it was Monday, we went to look, but the essays did not look too promising, possibly because the teacher remained firmly seated in front of the room. I feared for her tenure. Recently arrived at a school where many of the teachers had been on the staff for 20 years, Ferguson has his own method of encouraging dead wood to depart. It is the walk-about principle. All teachers are expected to walk around their classes to check the children's work, and he walks around the school to make sure they are doing it. Three took retirement in the first year, and another three are expected to follow suit.

Ferguson has enthusiastic plans for using the Bill to the full to take on new teachers and stiffen up quality and a brand new computer centre is already installed with wall-to-wall Apples.

Ryen so, everything the research reports say about sexism seemed to come out as we watched a boy-girl team in a French lesson. He hogged the keyboard, but she, slumped to one side, knew all the answers. It wasn't until she managed to slip through his guard with one finger that the micro finally gave approval to go on to the next question. "Aw, they're cousins," explained the student next door.

Above the cuts

Stanford campus

One university, presumably not feeling the pinch from the higher education cutbacks in Stanford, one of the larger private universities in the US, with fees of over \$7,000 a year, it is reputed to have the richest graduates, and the cleverest graduates, in the country - though its system of scholarships and campus life is highly developed.

tization is that nearly every faculty building on the gracious, wooded campus bears the name of the sponsor who donated the money to build it, and the tie-up with nearby Silicon Valley is so close that closed circuit television enables professors to conduct seminars which continuing to make money.

The ban on motor cars on campus, combined with the preppy students and tweedy professors, gives the impression that the whole place moves on silent castors, as much as bicycles, but Stanford is not as remote as it looks.

The education department is, in fact, every bit as engaged as its Oxford equivalent in the local education system, and the Stanford and the Schools project is engaged on a three-year study of the quality of the curriculum, while keeping a watching brief on the rather more sudden effects of SB 813.

The dean of the school, Myron Atkins, has reservations whether that sort of central decision-making can be very sensitive to local issues, but one of his staff, Professor Robert Calfee, has taken on a more active role.

Having spent several years working in local schools to revolutionize the inadequate teaching of reading, Calfee remains sceptical about the validity of current test indicators, and the idea that things could be put right by current measures.

However, he was recently persuaded to run for election to the local Palo Alto school board, swept home triumphantly, and is now busy urging

the board to assert its constitutional right to ask for a waiver from SB 813's requirement for half a year's economics in every high school curriculum (a detail presumably inserted by some Keith Joseph figure during the bargaining sessions).

Calfee regards centralization as one of the important educational issues presented by the Bill. "I thought running for the board would be a great opportunity to test out my theories in the real world - and raise a little hell."

British professors of education please note.

Driving them mad

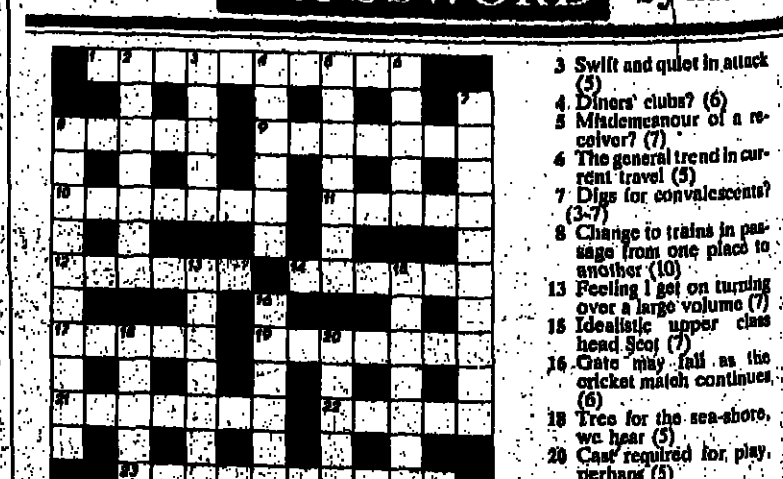
Driving the Californian freeways is a relaxed business compared with our own motorway madness, and one convincing explanation for this is that driver education is one of the few compulsory items on the high school timetable.

Anyway, it frees the mind to enjoy the local rush of bumper stickers, among the most educational of which are "A double negative is a no no" and "Teachers do it with class."

This last double entendre is calculated to infuriate their principals, who, of course, non-teaching administrators in US schools.

Patricia Rowan

No 133 CROSSWORD by Rufus



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Educational Supplement

FRIDAY JANUARY 13 1984 NUMBER 3524

Posts still open after 10 months

by Richard Garner

Forty teaching posts in Birmingham are still vacant 10 months after the city council first advertised them.

The posts were advertised last spring when the Conservative-controlled council announced plans to take on 500 extra teachers. A spokesman for the largest teachers' union in the city expressed "irritation and anger" that they were unfilled.

Half of the posts are for secondary schools specialists - such as in science, craft and mathematics - while the rest are for primary teachers.

Mr Tony Miller, press officer for the Birmingham association of the National Union of Teachers, was upset over the vacant primary posts. He said the jobs were being offered on a fixed-term contract but that officers interviewing for them had been "over-zealous" and had adopted a "stringent policy" when interviewing applicants.

Teachers of proven professional experience were turned down - married women returners with a history of promotion in their previous employment.

Mr Brian Meadows, education committee chairman, said the authority had experienced "the usual difficulties" in recruiting specialist teachers in secondary schools.

He added: "We simply have a few posts left over following our decision to take on extra numbers during the current academic year." The authority is still trying to fill the posts.

Exams council answers Sir Keith's call

by Nick Wood

The Secondary Examinations Council is proposing a multi-million pound research and development programme to put into effect Sir Keith Joseph's "bold and ambitious" scheme to raise school standards.

Sir Wilfred Cockcroft, the SEC chairman, told *The TES* this week that he would meet the Education Secretary shortly to put forward its ideas on how the exam system should be changed to meet his objective of a grading system that sets out in detail what youngsters have achieved and can do.

The centrepiece would be the formation of working parties on five key subjects - English, French, science, CDT and history - charged with carrying out "mini-Cockrofts", along the lines of Sir Wilfred's report on maths, and drawing up a list of basic topics that should be taught and examined in every school.

"We've got to get together with the exam boards and the teaching profession and find committees of experts who can carry their colleagues with

them in all these subjects," Sir Wilfred said.

Within three years, the working parties would be expected to have completed such foundation lists and to have laid down the levels of skill and knowledge that would correspond to each of the various grades used in the 16-plus exam.

Pilot schemes to test the workability of such a grading system, its likely

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impact on teaching and its value for users in industry and higher education would follow over the next two years before its widespread introduction in 1989, Sir Wilfred said.

Sir Wilfred said that the proposed new method of exam grading, which would replace the present approach, which ranks candidates in relation to their peers, with absolute measures of

Continued page 6

Court orders head to pay £500 over 'job deception' for schools

by David Lister

A county court judge has ordered a headteacher to pay £500 damages to a member of his staff who claimed that he had "deceived" him out of his job.

The case was brought by Mr Robin Pumphrey, former head of integrated studies at Sladebrook High School in Brent, against the school's then-headmaster, Mr James Robinson, who has since moved to Wembley High School.

Mr Pumphrey claimed that Mr Robinson had told him in the summer of 1979 that if he gave up his role as head of department post, he would be promoted to co-ordinator of lower school studies the following term. But this role was never created and Mr Pumphrey remained an assistant master.

Since both the head and Mr Pumphrey were members of the National Union of Teachers, Mr Pumphrey at first tried to remedy the dispute through the union. However, a regional disciplinary tribunal ruled that Mr Robinson's conduct had not been detrimental to the union.

In awarding damages of £500 and costs to Mr Pumphrey, Judge Hill-Smith said: "Mr Pumphrey was an assistant master under the administrative control of the headmaster, and in such circumstances there must rest

care in the arrangements he makes with his junior staff. I don't think he discharged that duty of care."

He added: "Mr Pumphrey having willingly conceded his position of head of integrated studies has lost the right to apply to the appropriate tribunal for constructive dismissal." Quite what an award could be made, remains in the realm of speculation, he said.

Mr Pumphrey said afterwards that he had now written to Mr Fred Jarvis, the union's general secretary, asking if the union would now initiate proceedings under its professional conduct committee against Mr Robinson.

His action has been endorsed by the Sladebrook NUT members, two of whom have left the union following its decision to represent Mr Robinson and meet his legal costs.

Mr Pumphrey said he felt he had been treated in the manner he had by the headmaster "because I was a teacher governor and chairman of the staff association."

Mr Robinson said: "The issue is not something I have been willing to comment on."

The NUT executive can decide to meet the cost of a damages award.

George Orwell's 1984 should not be taught in schools, according to the novelist's biographer, Professor Bernard Crick.

The book, currently the subject of intense media discussion and analysis, is "too complex" for 16-year-olds, says Professor Crick, a London University professor of politics and sociology and a chief examiner with the London GCE board.

He told the North of England conference in Sheffield last week: "I am horrified that at least three exam boards have put 1984 on O level syllabuses. It's too complex to be handled at O level."

"I am not very keen on 1984 in schools. I work hard to try to get the teachers to see the richness and complexities of it but I think there are better Orwells for schools."

Mr John Swallow, National Association of Headteachers president, commented: "A man of the intellectual stature of Crick can't really bear to put it over to 16-year-olds in the simplistic way that most O level teachers have to do because they are doing it for an exam."

Ulster tension scars the young

The daily terror and tension of life in Northern Ireland leaves its scars on thousands of young children, according to a report from the National Society for the Prevention of Cruelty to Children, Hilary Wille writes.

The report says that children coming into its playgrounds appear to be more aggressive than they used to be, and have to be taught how to play. Many make bombs with their building bricks and have to be shown that bricks are for building.

It quotes one three-year-old yelling to a soldier who entered his playground: "Get out Brit, or I'll kill you."

It also quotes a 12-year-old girl who had recently moved from the notorious Andersonstown to the Falls Road. "There's nothing to do down here," the girl said. "The other day I went back up to Andersonstown and I saw a man being bashed into a car and taken away for a knee-capping job. It's much more exciting up there."

The report is in direct conflict with research done by psychologists which appears to show that children in the

Top: political writing on the wall in Ulster revealing the divisions and (above) a spot of painting in one of the playgrounds

Provinces are no more neurotic and anxious than children elsewhere in the United Kingdom.

Mr Bill Hughes, the NSPCC group officer in Northern Ireland, says: "If you are constantly subjected to physical violence on the streets... If you live amongst civil unrest for 12 years of your life, with armed police, the military, the riots, the bombs, the television images and you have learned the traditional signs and symbols of your side, I cannot see how anyone can really believe that you are not affected."

Arts/Books

What makes a children's classic? opera education in New York and London; Cyril Burt revisited - a review of this week's

Horizon; Robin Buss on *The Far Pavilions* and *The Jewel in the Crown*; Augustan literature in England; new studies of Richard III and William Rufus.

Geography text books 22-27

Resources/Media

Audio cassette for secondary

schoolchildren; a science filmstrip; reviews of *Fraggle Rock*, *The Arts Are Not A Frill*, *The Pied Piper* and *Good Health*

28-29

EXTRA</



EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Sir Keith sets out his stall

Judging by the way in which Sir Keith Joseph's Sheffield speech has been received, the educational world was clearly waiting for a lead. The present Secretary of State may not be everybody's favourite leader, but it seems that there has been a fairly general welcome for his attempt to draw together the main threads of his policy for raising standards, in the form of a coherent programme for examinations, curriculum, teacher training and the management of the schools. The result (as the extensive extracts which appear on pages 4 and 5 will show) was an impressive Ministerial statement which deserves careful reading and cautious comment.

Olive branches

Certain things are clear. This speech marked the opening of a new phase in Sir Keith's career as Secretary of State. It was his first calculated attempt to build a consensus behind his educational policy—his first recognition that he needs, and depends on, the teachers and the local authorities, not only to carry out his programme, but also to shape it and influence the many critical decisions which still have to be taken if broad policy is to be translated into good working practices and high standards.

The speech was liberally decked with olive branches. "When I came to my present office 28 months ago, I knew that schools and teachers have a hard job. Let me now admit that I did not fully realise how hard..." And again in his peroration: "I am myself ready to acknowledge that I underestimated the task which we face in raising standards in schools..." In particular, I did not at that time fully appreciate, for example, the problems of teaching low attainers and the special difficulties faced by teachers in many inner city schools. I have developed my ideas as a result of what I have seen and heard in the last two years. I now ask others in the education service—in particular, teachers, governors, local authority elected members and officers—to consider what I have said in the same spirit, so that together we may achieve constructive reform."

This was a new Sir Keith Joseph, and one who needs to be greeted with applause, not sly recollections of past insensitivity. How much it must have cost him to slap down his friends and deny a basic tenet of the self-appointed champions of fallen standards by asserting that "by comparison with 20 years ago" (that is before the big push for comprehensive schools) "our schools are offering more pupils a broader education and a larger proportion of pupils are successful in examinations at 16-plus. In all this, I think it is safe to say that the level of attainment associated with an O level pass has been maintained."

These gestures of reconciliation are important because if Sir Keith's policy means anything at all it depends on creating a strong sense of common purpose, and translating this into broadly acceptable, non-Utopian, working assumptions about what children should learn. Many people will think Sir Keith and his senior administrative advisers have too narrow a conception of the curriculum, and that by focussing almost exclusively on what they take to be the desired outcomes, expose their own dangerous ignorance about the richness of the processes needed to turn examination criteria into good education.

But, insofar as the Secretary of State is seeking the help and the participation of the teachers and the local authorities, there is the chance that he and his advisers will continue to learn and that the operational decisions will be backed by a more extensive wisdom than can now be mustered in the upper reaches of Elizabeth House.

Absolute standards

The central passages of Sir Keith's Sheffield speech related to his desire to change the examination system. In particular, he argued the need to base examinations on fixed standards measured by specific tasks, instead of (as now) standards which are set by reference to the expected levels of attainment of candidates of varying degrees of ability. In the jargon, he wants criteria-referenced examinations, instead of the partially norm-referenced assessment procedures now used by GCSE and CSE boards.

By talking about "absolute standards" Sir Keith was emphasising his normal fastidiousness for a wider audience. Of course there is no prospect of measuring absolute standards. Nor is there much prospect of a sudden or wholesale shift to absolute criteria-referenced examinations, in any sense which a purist in the theory of examinations would recognise. What there will be is Sir Keith's way, as an attempt to refine and fill out the broad descriptions which the examination boards have been, hitherto, submitting to the Secretary of State. The process will be aimed at making the



A new Sir Keith Joseph



Key role for Sir Wilfred Cockcroft



Cold-shouldered: Prof. Bill Stoye

criteria more and more specific and expressing the objectives for each grade level wherever possible in terms of tasks, skills and competencies which can be demonstrated—either in an examination, or in assessed course work.

There are very great difficulties in doing this. Some of these were explored in a Schools Council paper published last year—*Determining standards in the proposed single system of examining at 16-plus* by Lea Orr and Desmond Nuttall. This recalled that the examination boards had elected to present "grade-descriptions" instead of "grade-related criteria" in the present exercise because the difficulties were insuperable without a great deal of research and development. There are leading members of the Secondary Examinations Council who are sceptical. So is Dr Peter Andrews, joint chairman of the Joint Council for 16-plus national criteria. They think that the Secretary of State may well be deceived in thinking that what he is now demanding can be delivered. Others (especially those who might enjoy spending large research funds) claim it would be possible to do, but only after lengthy and costly investigation and inquiry.

In pure form, criteria-referenced testing requires the standard to be set in terms of specific tasks to be performed—specific hurdles to be overcome—and then, whoever can clear the hurdles has passed the exam. But, equally, those who don't clear all the hurdles, don't pass, and to set up such a battery of pass-fail tests at 16-plus would threaten mass failure, unless a great many compromises were adopted—as, for example, allowing all candidates to offset a good clearance in regard to one hurdle against failure on another. This balancing act, which examination buffs call "compensation", can be built into any marking scheme, but the more it is allowed, the less Sir Keith can tell parents, employers and the world, that passing—say—CSE Grade 4 English, guarantees a capacity to perform any stated set of specific tasks.

All-round improvement

While, therefore, a thorough-going shift to "real" criteria-referenced examinations at 16-plus will be extremely difficult and will not actually happen, a movement in this direction is necessary if Sir Keith is to set up his target aim that the standard now achieved by pupils deemed to be about average, should come to be achieved at some future date by 80 or 90 per cent of pupils.

The formulation bears a close relationship to the findings of Professor Sir Paul, who concluded that the standard in maths achieved by German pupils in the lower half of the ability range was as high as the average for all English pupils. Sir Keith has latched on to this and believes that standards can be raised across the board not just for low attainers.

If norm-referencing were maintained, this could never be reflected in examination results because the statistics of norm-referenced examinations would not permit it. So, to create something like a threshold standard to which all could aspire, it is necessary to go part of the way, at least, in the direction of criteria-referencing.

Of course, if graded testing of the kind being developed in Oxfordshire were to take off, this might make it all much easier and conceivably make the 16-plus redundant. But Sir Keith does not see it like that. He regards graded tests as of possible value for less able students, but a red herring to the main debate. "Obviously this is not a view shared by the Nuffield Foundation, which has just announced a £154,000 grant to Chelsea College for work on a set of graded tests in maths."

Sir Keith maintains that the curriculum still comes first and that the examinations should follow it. That is to say, it is the statement of curriculum objectives which form the criteria, which precedes the construction of an examination paper. What is clear, however, is that the whole of the examination exercise is about redefining—and curbing—the curriculum. Sir Keith and his advisers hold that the way to higher standards lies in a more tightly controlled curriculum controlled by the Secretary of State.

The present situation is so unsatisfactory that Sir Keith's new approach is entitled to a fair run before it loses the benefit of the doubt. But there must be some serious misgivings about the curricular consequences of the greater definition now being imposed on the subject matter and content of secondary education. If the tasks which pupils have to perform to satisfy the 16-plus, are to be ever more tightly defined, will this mean teaching ever more narrowly geared to performing them? If so, would it matter? Yes, because it would become as barren and as sterile as much which now goes on in examination-dominated secondary schools (to which HMI frequently bears witness). Sir Keith says that the changes he wants will give recognition—and therefore a positive incentive—to all (or nearly all) pupils and not, as now, be seen as a means of certifying failure for the majority, to guarantee success for the few. But this makes assumptions about the quality and currency of the reformed CSE Grade 4 which will be difficult to justify.

This is not an absolute objection to the exercise now beginning, because there are many points along the line where wise judgments can head off the worst kind of prescriptive narrowness. But the danger is obvious, and the North American experience of criteria-referenced, competency-based, testing is not at all encouraging. Admittedly the circumstances are not the same, but there is no evidence that Sir Keith has looked across the Atlantic.

Primary prescriptions

An understated sentence in Sir Keith's speech referred to the need to give explicit definition to "the objectives of each phase and of each subject area of the curriculum, of what in each needs to be learned by all pupils and of what should additionally be attempted by some."

Primary education is a "phase" within the meaning of this sentence, and Sir Keith is now planning a much more direct assault on the primary school curriculum than anything so far attempted. This is going to be of great significance in the next two years, and there will be strenuous battles to fight (inside the DES as well as outside) to make sure that an understandable desire to set up clear objectives is not, itself, used to prescribe mechanistic and boring lesson-content at the primary stage when learning ought to take place within a much wider context than is likely to be expressed in specific behavioural objectives of the kind beloved of criteria-referenced assessments. This said, the value of "mastery learning" in the primary school may be great and it would be a mistake to be complacent about the present standards of primary education.

Sir Keith's speech provides no extensive agenda for the next five years, at the end of which he hopes the new examinations will be in operation. He did his best at Sheffield to forestall argument about resources. His programme of action will have (whatever he may say) resource consequences because of the curriculum development needed to develop good courses for the new criteria. (If no such development takes place, there will not be much improvement.) He seems unduly sanguine about this, and has no present intention of giving the Curriculum Development Committee any important part in it.

It is impossible to avoid noticing the coincidence between Sir Keith's new deal and the Government's raise-roping Bill, which will pour tens of millions, as well as cut resources. Add to this, the risk of a first-class row with the teachers' about pension contributions and there is the usual mixture of conflicting signals. But Sir Keith can at least claim to have set out his stall. Any takers?

Twenty-three of the twenty-five largest school districts in the United States have changed in the last five years. The new majority for a minority...
no comment

Second opinion

Why Croydon is on the right lines

If elected members had decided "what the curriculum should be, to define the required outcomes, all of which must be simply measurable by tests and then to take suitable punitive action against any school or teacher whose results do not reach certain standards" then Croydon would, indeed, have got it wrong. But it has, of course, done none of these things.

Like other authorities, Croydon is re-examining its policy towards the curriculum. It is also redefining the relative responsibilities of the various partners for the curriculum in its schools. As things stand, responsibility for the curriculum is delegated from the authority through governing bodies to headteachers. In future the authority itself wishes to play a part in curriculum matters.

Only schools and teachers can meet the individual needs of pupils. But a school, however good, can only be a part of a pupil's education. Pupils move to different schools through the stages of their education. Schools also vary considerably in quality. As a result of the freedom they have there is, overall, duplication and omission adding up to an unacceptable degree of educational and financial waste. More would be achieved if less effort went into being different. Furthermore, successive financial cuts have meant yet more uneven provision and the abandonment in some cases of valuable parts of the curriculum. This is not good enough as parents have little real choice of school and less say in what their children learn.

Croydon believes that there are certain experiences, skills and areas of knowledge which should be guaranteed to all children regardless of which school they go to. Only an authority can ensure through its control of resources and overall policy the continuity and equality of opportunity necessary to make such teaching programme possible. With its teachers and other interested people Croydon is trying to define in a policy statement what this essential part of the curriculum should be. There will always be proper disagreement about the amount of detail to be found in statements of this kind. What is beyond doubt, however, is that the professionalism of the teacher will remain intact as only the school and the teacher can translate policy and resources into effective action and therein professionalism lies.

All of us will need to come to terms with the fact that curriculum planning in the future will have to be approached in a much more deliberate way at all levels and that in this approach the interests of users other than the children, in particular the parent, the employer and the rate and tax payer will need to be taken more directly into account.

This involvement will bring with it dangers but also advantages. First, it will bring the people most concerned with education into a more effective partnership, because it will be based on the essential purpose of the school—what it teaches. This can only be to the benefit of schools. Second, we will stand a better chance of introducing improvement in a more equitable and effective way. Many changes in recent years, however well-intentioned, have not been sufficiently scrutinized or researched and, as a result, have not commanded the understanding, respect and agreement of parents. Third, the involvement of employers, particularly, will contribute to a more relevant curriculum, not only for that half of our secondary school population unable to follow examination-based syllabuses but also for those who can, but should be undertaking more vocationally-orientated work.

We think we are on the right lines. **Donald Najmiah** Mr Najmiah is director of education for Croydon.

Council officers' £3,000 rises cause furore

by Richard Garner

Council leaders in Dudley have voted their chief education officer a rise of nearly £3,000 a year in exchange for placing him on a fixed-term contract.

The move had been recommended in a report by management efficiency experts who also called for the sacking of 700 school and college cleaners and the slimming down of the Conservative authority's management structure.

Mr Ron Westerby, Dudley's director of education, is now thought to be the only CEO to be on a fixed-term contract.

The decision to give Mr Westerby and the remaining chief officers a big pay rise—the chief executive's salary is to jump from £30,367 to £33,600—has created a political storm because it has come at a time when the authority's manual workers have suffered redundancies and cuts in pay.

The recommendations were outlined in a report by Price Waterhouse, the management consultancy firm, which said the authority's chief officer

structure should be reduced from ten to six—by way of redundancy and retirement.

Those remaining in post would then be given pay rises. In the case of Mr Westerby, his annual salary of £23,289 would go up to £26,250 a year from January 1.

A council meeting last Thursday gave powers to the policy and resources committee to sign new contracts for the chief officers. The Association of Education Officers, the negotiating wing of the Society of Education Officers, is studying the new 10-year contracts but all the officers are thought likely to sign them at the committee's February meeting.

Mr Jack Wilson, Labour's shadow education spokesman, bitterly condemned the decision—claiming that it was the "Robin Hood principle in reverse."

"School cleaning is now in the hands of private contractors involving the sacking of 700 local authority school

cleaners, there has been a cutback in the school meals service and staff have lost their holiday retainer of half-pay, quite a number of schools have been closed and there has been a big drop in the child population," he said. "By no stretch of the imagination could there be said to be an increased workload for Mr Westerby."

"The whole of the borough is alight about these proposals—I have already received a petition signed by 56 ratepayers protesting most strongly about these payments. It has been sent to the leader of the council, Mr Jack Edmonds, and I expect more petitions will be on their way."

The Labour group has said it will review the decisions if it is returned to power in May. At present the authority has 41 Conservatives, 29 Labour and one SDP councillor.

There is one by-election pending as a result of the resignation of a Conservative councillor.

Reorganization protest parents meet minister

by Biddy Passmore

Six hundred Liverpool parents vehemently opposed to the city's secondary reorganization plan, will travel to London on Monday to see Mr Bob Dunn, junior schools minister.

A legal objection form and a petition asking for the plan to be withdrawn are said to have attracted more than 100,000 signatures, making this the most contested reorganization scheme to come before the DES.

Mrs Carole Scully, chairman of the Liverpool Parents' Action Committee, said this week that the scheme, which would involve the creation of 17 mixed community comprehensives, would destroy parental choice in the city.

The Labour-controlled council was planning to close popular former grammar schools with a good academic record and keep open unpopular schools without a sixth-form, she said.

The parents' objections and the city's reply to them should reach the Department of Education by Monday. Sir Keith Joseph, the Education Secretary, has given the city an undertaking to decide on the plans by the end of April. But the prospects for a scheme that does away with "schools of proven worth" and single sex education and would create some very small

schools are not good. Both the rector and deputy rector of Liverpool's troubled polytechnic have been asked by the city's Labour leaders to accept early retirement, writes Karen Gold.

The request comes as two major courses—the BA (Hons) in fine art and the BSc in applied physics—have lost full or part validation by the Council for National Academic Awards, and only weeks after the National Advisory Body ordered the town planning course to end recruiting.

Mr Dominic Brady, chairman of Liverpool's education committee and a town planning student at the polytechnic, said the governors of the polytechnic had had consultations with Dr Gerald Bulmer, the rector, and the rector's staff "with a view to solving some of the internal and administrative problems of the polytechnic."

"The conclusions of these negotiations could well mean that Dr Bulmer may well leave the polytechnic some time this year," Mr Brady said, although he did not want to preempt a final decision.

Dr Bulmer and Dr Charles Atkinson, his deputy, have both been in their posts since 1970.—THES

Lancashire asks for talks

by Philip Venning

Representatives of Lancashire education committee are seeking an urgent meeting with the Education Secretary over his decision to exclude a former grammar school from a planned tertiary system in Blackburn.

Sir Keith Joseph told the authority before Christmas that Darwen Vale High School was "a school of proven worth" that should not be included in the scheme, which will affect seven comprehensives. They will become 11 to 16 schools, feeding a tertiary college based on Blackburn College of Technology.

The school is one of two comprehensives in the town of Darwen, the other being Darwen Moorland High. Because Darwen Vale is the former grammar school (reorganized in 1972), and Darwen Moorland the former secondary modern, there have been claims that Sir Keith's decision could be seen as a "backdoor attempt to restore grammar school status."

Mrs Josie Farrington, chairman of Lancashire education committee, said that it was not a case of one popular and one unpopular school in the town. In fact, slightly more parents chose the former secondary modern last year.

Ex-head in Right group

by Diane Spencer

The former head of a Bradford middle school is supporting an extreme right-wing group's campaign to set up separate schools for Asian children in the city.

Mr Stanley Garnett, who retired from Delf Hill Middle School last April, joined the British National Party this month.

He said that the BNP was concerned that white children were being denied their birthright, because they were being taught in an alien cultural environment. Muslims should be allowed to set up their own schools like Roman Catholics and Anglicans.

"The BNP was offering its 'professional support' to any group wanting to set up its own school, he said. Mr Peter Gilmour, chairman of the Conservative-controlled education committee, said he was glad that Mr Garnett had retired from the authority and he had no intention of keeping any head who supported the BNP in employment.

He said, pointed out that there had been no suggestion for a proposal to set up Muslim schools last year. The authority's policy to promote understanding between different cultural groups would not be helped by setting up separate schools.

Choice could be limited to French—DES official

by Paul Flather

A senior official of the Department of Education and Science has said there may not be the money or the need to teach languages other than French in schools.

This idea challenges suggestions made in a DES consultative paper last summer.

Mr Richard Bird, deputy secretary at the DES, told a conference of about 100 university and polytechnic language professors and lecturers at Bradford University last week that if the main aim up to 16 was acquisition of language skills, the concentration on French may not matter.

He also indicated that with so few resources on offer, schools would never be able to provide a real choice; while promoting Spanish and German, or, in appropriate areas, Gujarati or Punjabi, could disrupt the transfer of pupils between schools.

Mr Bird, who is in charge of higher education, was giving a personal view on oral and aural skills in modern language degrees.

Mr Bird made it clear that the DES would not be suggesting a start on foreign language learning at the primary stage.

He hoped at the secondary stage the DES would press for the inclusion of at least one modern language in each pupil's timetable over the next five years. This would be an attempt to stem the increasing reluctance of boys to study modern languages.

Mr Bird criticized A level courses, which often reflected the attitude and practice of certain universities whose orientation in languages was towards literary scholarship.

The clear concern of the DES about language teaching, signalled in Mr Bird's speech, was widely welcomed at the conference although his emphasis on French may not matter.

Professor Roger Tifford, director of the modern languages centre at Bradford, said in a closing address that there was no cultural, economic or political justification for the dominance of French in schools, not least because it restricted the opportunities of pupils.

He said it was a matter of policy and political will to bring about a redistribution of language provision, not a matter of finance as Mr Bird suggested.

—THES.

Staff boycott pupil over attack

Teachers at an inner London secondary school are refusing to teach a boy who attacked a woman teacher with a piece of furniture—causing her to seek hospital treatment.

The move was agreed by the 105 members of the National Union of Teachers at North Westminster school after the boy was allowed back in to school after being suspended by the head, Mr Michael Marland, for 10 days.

Mr Bill Barker, secretary of the Westminster association of the NUT, said the decision had been taken because it would create "unnecessary strain and stress and raised health and safety issues" if the boy were allowed to return to the classroom.

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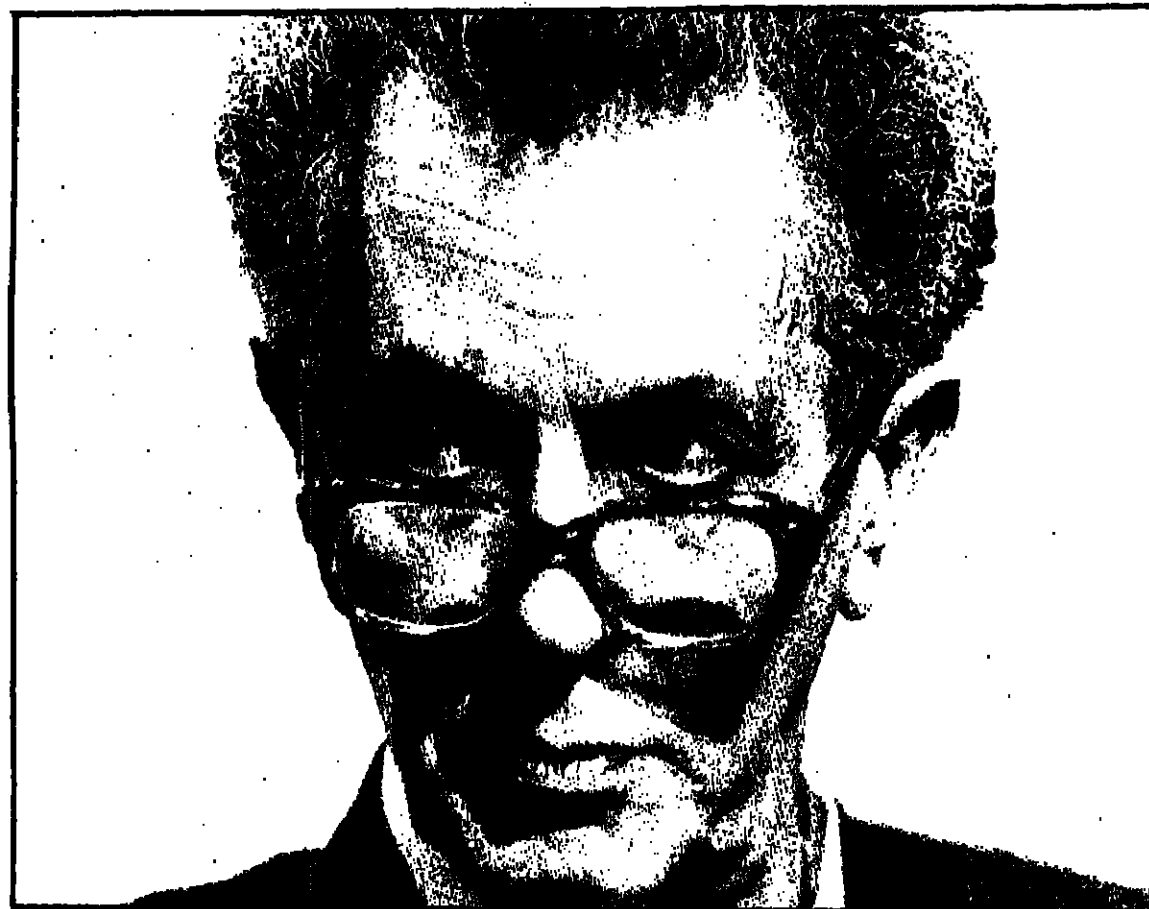
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RESOURCEFUL TEACHING AIDS - FROM THE GAS PEOPLE

PLATFORM



Sir Keith Joseph set out an ambitious list of New Year resolutions for both himself and the education service in his address to the North of England Conference. An edited version of his speech is published here.

View from the top

as it should.

Teachers have to grapple with the consequences of social difficulties. They have to prepare pupils for work at a time when jobs are often hard to get. Moreover some schools, through weak management, display a lack of direction and even of order.

Until this has been put right by resolute local action, it is impossible for pupils at the school to achieve even those standards which are now regarded as passable, let alone those to which we should aspire. When I came to my present office 28 months ago I knew that schools and teachers have a hard job. Let me now admit that I did not fully realize how hard.

Objectives up to 16

But despite these difficulties none of us can be satisfied with what our pupils attain by the time they are allowed to leave school.

Some of these attainments are not at present systematically assessed or acknowledged where they can be and ought to be. That is why I see as important the development of records of achievement on which I have recently issued a draft statement of policy. But many attainments can be assessed by examinations and the methods used in examinations.

Much excellent and committed work goes into the preparation and teaching of our examination syllabuses and the operation of our examination system. Unfortunately the system does not enable us to measure what candidates can do, because it does not set absolute standards of competence, skill and understanding which pupils of different abilities are expected to attain.

When we try to judge standards, and to improve them, we cannot say precisely what we mean by them. Our judgment about examination standards can only be broad. Nevertheless I believe we ought to be dissatisfied with the standards expected and achieved in our public examinations at 16 plus.

When we consider what our children and young people have to do in order to achieve, when we consider the challenge of the world into which they are going, these examination standards—so far as we can judge them—are far from impressive, or reassuring, whether for example one looks at the level associated with an O level grade C, broadly the level expected to be achieved or surpassed by the top 20 per cent or so of the ability range in the subject in question, or when one looks at the level required to obtain a CSE grade 4, the standard of achievement

in any subject expected from a candidate whose ability in that subject is average for the 16 year age group as a whole.

There is good reason to suppose from the experience of the best practice in our maintained schools that substantially higher standards of attainment at age 16 can be achieved in this country by pupils throughout the ability range.

I conclude that it is a realistic objective to try to bring 80-90 per cent of all pupils at least to the level now associated with the CSE grade 4: in other words at least to the level now expected and achieved by pupils of average ability in individual subjects; and to do so over a broad range of skills and competence in a number of subjects.

That is the objective which the Government now wishes to get itself and its partners in the education service in England and Wales, to be achieved, like all important but realistic objectives, not tomorrow, or next year, but over the kind of longer period in which educational advance has always had to be measured. It is heartening that a similar objective underlies what is now taking place North of the Border.

Like all educational objectives, this one will need to be clarified and developed in open discussion. I ask all the partners in the service to share it, and I ask all of them to contribute to its definition and its achievement. I believe that all the partners in the service will feel as I do, that we have in the service a basis of quality and success which puts this new objective within our reach.

By comparison with 20 years ago our schools are offering more pupils a broader education, and a larger proportion of pupils are successful in examinations at 16 plus. In all this, the level of attainment associated with an O level has been maintained, and needs to be maintained in future. We have a good base on which to build greater heights.

Let me make a start at defining the objective more precisely. First, I can offer an account of what the minimum level to be attained at 16 by 80-90 per cent of pupils would entail in a few areas of the curriculum, taken by way of example, and I repeat that I am talking about a minimum level.

In English, pupils would need to demonstrate that they are attentive listeners and confident speakers when dealing with everyday matters of which they have experience, that they can read straightforward written information and pass it on—orally and in written form—without loss of meaning, and that they can say clearly what their own views are; in mathematics, that they understand, and can apply the topics and skills in the foundation list proposed in the Cockcroft Report; in science, that they are willing and able to take a practical approach to problems, involving sensible observations and appropriate measurements, and can communicate their findings effectively, that they can put information to good use in making sensible predictions from the regularities and patterns which they perceive, and that they can read and act on instructions presented in a variety of ways and can follow safety procedures; in history, that they possess some historical knowledge and perspective, understand the concept of cause and consequence, and can compare and extract information from historical evidence and be aware of its limitations; and in CDT, that they can design and make something, using a limited range of materials and calling on a restricted range of concepts, and give an account of what they have done and the problems they encountered.

Second, the objective is not, I repeat, not limited to raising the level of attainment among the less able. The objective for 80-90 per cent of pupils entails a higher level of attainment at age 16 than the present one for every step of the ability range including those for whom the existing 16-plus examinations are now designed. For example, it entails the objective that in any subject far more pupils than at present should reach the level of knowledge and skill now associated generally with an O level grade C, on the basis that this level will be fully maintained.

In order to achieve this objective we need to make certain changes which I believe to be realistic. They concern our approach to the primary and secondary curriculum, the curriculum

The curriculum

On both phases the curriculum needs to accord more than it does now with four principles: breadth, relevance, differentiation, and balance.

First, it should be broad for all pupils both in the development of personal qualities and in the range of knowledge and skills to which pupils are introduced. That means, for example, that every primary pupil should be properly introduced to science; and that secondary pupils should not drop subjects in the fourth and fifth years in a way which leaves them insufficiently equipped for subsequent study or training.

Second, the curriculum should be relevant to the real world and to the pupils' experience of it. Judged by that test, HMI reports show that much of what many pupils are now asked to learn is clutter. The test means, for example, that the curriculum should contain an adequate practical element and promote practical capability for all pupils, not just for those who are labelled "non-academic"; that the technical and vocational aspect of school learning should have its proper place; and that all pupils should be introduced to the economic and other foundations of our society.

Third, there should be differentiation within the curriculum for variations in the abilities and aptitudes of pupils. This is a task that has to be tackled within each school, as well as between schools, where this is relevant.

Fourth, the various elements of the curriculum need to be balanced in such a way as to optimize the contribution that each can make to the total education of the pupil. Insofar as each main element does something for the pupil that no other element does, or does as well, no pupil should miss the chance of getting out of each such element the special competence and understanding which it helps him to acquire.

These principles apply to the curriculum of every type of school—primary, secondary and special. But they will not be so applied unless they are applied deliberately and by agreement when it is planned and when it is delivered. That requires an explicit



definition of the objectives of each phase and of each subject area of the curriculum, of what in each needs to be learnt by all pupils and of what should additionally be attempted by some.

A broad consensus about the definition of curricular objectives would make it easier to ensure that pupils progressed properly from one stage of learning to the next, without the freedom of unnecessary repetition or the discontinuity of unconnected topics. Explicitly defined curricular objectives open the way to that increase in teacher expectations which successive HMI surveys and reports show to be so badly needed in so many schools—primary, secondary and special—in relation to so many pupils. High expectations based on defined objectives motivate pupils to give of their best, and help teachers to develop pupils' potential more systematically.

There would be a further gain if defined curricular objectives were not only broadly agreed by all the partners in the education service, but were also shared by those who use it and pay for it—parents, employers, and the tax and ratepaying public. Schools and I.e.s. could be more confident than at present that those whom they seek to serve agree with what they are trying to do and are ready to support and acknowledge their efforts.

In particular, the schools would be better placed to serve as a force for good in the local community and to associate parents and others with the work in a mutually supportive way. In such a situation we could hope to see more schemes, like those now pioneered in some places, under which the school related but the parents and others in their own work for their children's education.

Continued Page 4

16-plus examinations

The quest for an improved curriculum and higher standards of attainment will require changes in the examination system, especially at 16 plus, whether it is decided to merge or to harmonize O levels and CSE.

First, the syllabuses for these examinations will need to reflect the improvement to the curriculum resulting from clearly defined objectives. We are making good progress in this direction, through the work on the draft national criteria prepared by the Joint Council of GCE and CSE Boards and now under discussion between the

examinations can measure achievement in absolute terms, the clearer the objectives will be for those who teach and follow examination courses; the easier it will be to motivate pupils to attain higher standards by a proper acknowledgement of what they can do; the better the chances that examination successes will be understood and respected by employers and parents; the better the prospect that successes corresponding to the level now needed for a CSE grade 4 will in fact be achieved by 80-90 per cent of pupils at age 16 in a number of subjects; and the better the prospect that more of the ablest pupils will be given the chance to show what they can really do and take it.

The work on grade descriptions done by the Joint Council of GCE and CSE Boards is very helpful in all this, and I am in the process of discussing all these matters with the SEC.

Second, we should move towards a greater degree of criterion-referencing in these examinations and away from norm-referencing. The existing system tells us a great deal about relative standards between schools, but tells us much less about absolute standards. We lack clear definitions of the level of knowledge and performance expected from candidates for the award of particular grades.

In mathematics 60 per cent of school-leavers obtain a CSE grade 4 or above. In English the figure is over 70 per cent. As the Cockcroft Committee pointed out, it is not clear whether the difference in these two figures reflects higher levels of attainment in English or higher expectations in mathematics. There are similar uncertainties in other subjects. We need a reasonable assurance that pupils obtaining a particular grade will know certain things and possess certain skills or have achieved a certain competence.

In other words, we need to move towards a system of grade-related criteria; and we need the requirements for the award of each grade to be no lower than the level of attainment which can be broadly associated with the corresponding grades in the existing system, for example the O level Grade C.

It is clear that one cannot compare what pupils now achieve in the largely norm-referenced 16-plus examinations with the objective I have announced earlier because that objective can be fulfilled only if the examinations become much more criterion-referenced. But one can make with confidence the general judgment that the more the

definition of the objectives of each phase and of each subject area of the curriculum, of what in each needs to be learnt by all pupils and of what should additionally be attempted by some.

A broad consensus about the definition of curricular objectives would make it easier to ensure that pupils progressed properly from one stage of learning to the next, without the freedom of unnecessary repetition or the discontinuity of unconnected topics. Explicitly defined curricular objectives open the way to that increase in teacher expectations which successive HMI surveys and reports show to be so badly needed in so many schools—primary, secondary and special—in relation to so many pupils. High expectations based on defined objectives motivate pupils to give of their best, and help teachers to develop pupils' potential more systematically.

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In particular, the schools would be better placed to serve as a force for good in the local community and to associate parents and others with the work in a mutually supportive way. In such a situation we could hope to see more schemes, like those now pioneered in some places, under which the school related but the parents and others in their own work for their children's education.

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Continued Page 4

PLATFORM

A practical road

I believe the road I have mapped out is a practical one because we have managed to go some way down it already. There is now no serious dispute that the school curriculum is a proper concern not only of the teachers, but also of parents, governing bodies, I.e.s.s. and the Government, each performing their proper role in response to the needs of the pupils and of the country as a whole.

The guidance given in Circular 681, and the follow-up Circular 883 just issued; the follow-up of the Cockcroft Report; the development of policy guidance on science and foreign languages; the establishment of national criteria for the 16-plus examinations; and the work on records of achievement—all these taken together amount to a start in the formulation of agreed curricular objectives on which it should be possible to act in the school and in the classroom. They need to be vigorously pursued and taken further.

Since pupils must be encouraged to apply inquiring minds to the world around them, it is right that older pupils should look directly and consciously at issues relating to the exercise of authority. For the most part, however, it is the tone of the school itself—the way it operates, its code of discipline, its approaches—which seem to affect children most. There is scope for teachers to make an impact even greater than the one they now make.

Some schools have been successful—others less so. One measure of success is school attendance rates; and it is clear that we need to act to reduce truancy. This is a formidable task. The causes of truancy are many. But one agency has a particularly important part to play in helping to keep truancy within bounds—the local education welfare service. The Government is committed to looking afresh at education welfare services. School attendance is their main task and should be their highest priority. There is a need for a sharper focus on that central issue. I propose to take a lead by asking local authorities to review the priorities and approaches for some young people this may mean that they are diverted from delinquency.

The bulk of the work in the schools will continue to be done by several hundred thousand teachers already in service, many of whom are doing excellent work, sometimes in very difficult circumstances—with large numbers of pupils from broken homes, for example. The management of this great majority, and the provision of appropriate support including in-service training opportunities, are matters of equal importance. Hence the prominence given to these subjects in the White Paper on Teaching Quality.

Since the publication of that White Paper I have explored a number of themes more deeply with the local authority associations and with individual I.e.s.s. and groups of teachers during my visits to different parts of the country. I welcome the initiatives which many are taking to improve the management of the teacher force. I attach particular importance to the managing and innovative work that is going on in the important area of teacher assessment and in the schemes of collective self-assessment within the schools.

I believe that every I.e.s. should have accurate information about each of its teachers, vital for career development, and that that information should involve an assessment of performance based on classroom visiting, an appraisal of pupils' work and the teacher's contribution to the life of the school. I welcome the willingness of I.e.s.s. and teachers to grapple seriously with these difficult problems.

of their education welfare services in the light of this need.

The teaching profession

Last year's White Paper on Teaching Quality recognized from the start that "in the schools the teacher force... is the major single determinant of the quality of education". It will as always fall to the teaching profession to translate the objectives I have outlined into what pupils actually achieve.

I have spoken on several occasions about the need for local authority employers to act firmly and fairly against the minority of teachers whose performance cannot be raised to an acceptable standard. This is a matter of

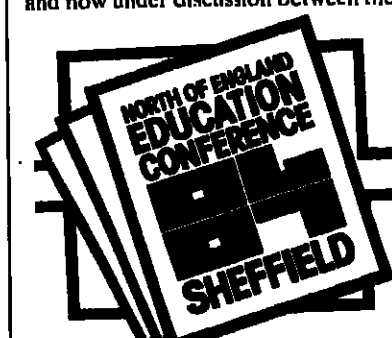
gold mine which expects the public to buy its shares without seeing the workings of the mine or even knowing if the gold dust exists."

The Daily Telegraph "To keep his head above water at all (Sir Keith) needs an unusually clear sense of what he would wish to do if he only could. As yesterday's speech showed this is happily what he has."

"Yet he must persevere, rely almost entirely on persuasion. He has already done surprisingly well in gently eroding the prejudices of the educational establishment... but by himself he can do nothing to ensure that bad teachers anywhere are dismissed or to stop them wasting their own and their pupils' time on such fraudulent pursuits as 'peace studies'. Without some fundamental reorganization of the education system, can his mission succeed? We wonder."

The Financial Times "His prospects of success might be better if, in line with his wish for clearer objectives in education, he himself were a bit clearer about the extra resources, success, change could be worth."

KEY: 11.11



Secondary Examinations Council and the Secretary of State for Wales and myself. We will need to ensure that syllabuses are adapted over time to reflect and encourage further improvements in the curriculum.

Second, we should move towards a greater degree of criterion-referencing in these examinations and away from norm-referencing. The existing system tells us a great deal about relative standards between schools, but tells us much less about absolute standards. We lack clear definitions of the level of knowledge and performance expected from candidates for the award of particular grades.

In mathematics 60 per cent of school-leavers obtain a CSE grade 4 or above. In English the figure is over 70 per cent. As the Cockcroft Committee pointed out, it is not clear whether the difference in these two figures reflects higher levels of attainment in English or higher expectations in mathematics. There are similar uncertainties in other subjects. We need a reasonable assurance that pupils obtaining a particular grade will know certain things and possess certain skills or have achieved a certain competence.

In other words, we need to move towards a system of grade-related criteria; and we need the requirements for the award of each grade to be no lower than the level of attainment which can be broadly associated with the corresponding grades in the existing system, for example the O level Grade C.

It is clear that one cannot compare what pupils now achieve in the largely norm-referenced 16-plus examinations with the objective I have announced earlier because that objective can be fulfilled only if the examinations become much more criterion-referenced. But one can make with confidence the general judgment that the more the

definition of the objectives of each phase and of each subject area of the curriculum, of what in each needs to be learnt by all pupils and of what should additionally be attempted by some.

A broad consensus about the definition of curricular objectives would make it easier to ensure that pupils progressed properly from one stage of learning to the next, without the freedom of unnecessary repetition or the discontinuity of unconnected topics. Explicitly defined curricular objectives open the way to that increase in teacher expectations which successive HMI surveys and reports show to be so badly needed in so many schools—primary, secondary and special—in relation to so many pupils. High expectations based on defined objectives motivate pupils to give of their best, and help teachers to develop pupils' potential more systematically.

There would be a further gain if defined curricular objectives were not only broadly agreed by all the partners in the education service, but were also shared by those who use it and pay for it—parents, employers, and the tax and ratepaying public. Schools and I.e.s. could be more confident than at present that those whom they seek to serve agree with what they are trying to do and are ready to support and acknowledge their efforts.

In particular, the schools would be better placed to serve as a force for good in the local community and to associate parents and others with the work in a mutually supportive way. In such a situation we could hope to see more schemes, like those now pioneered in some places, under which the school related but the parents and others in their own work for their children's education.

Continued Page 4



'One measure of success is attendance rates; and it is clear we need to act to reduce truancy'

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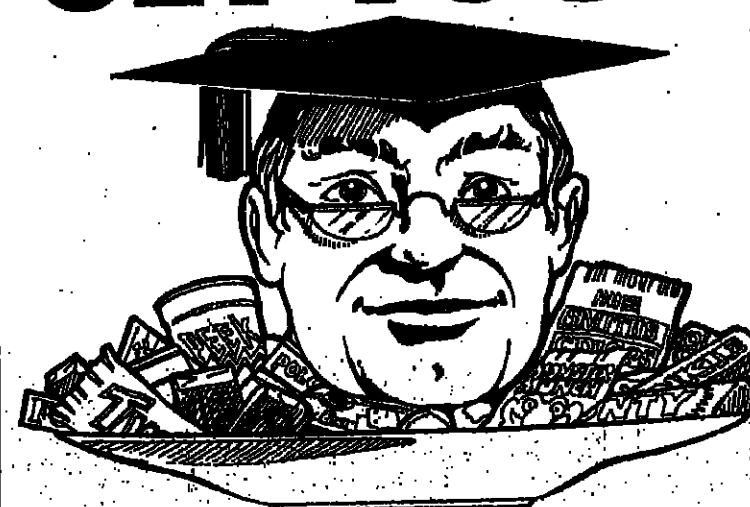
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WSTIME FOR A SNACK

Answering the question in the conference theme: "1984—Catastrophe or Watershed?" Sir Keith affirmed his belief that the English maintained education system stands at a watershed. He proposed to deal mainly with schools and began by trying to get the resources issue out of the way. Within the Government's new plans for public expenditure, he reminded his audience, the figure for education and science had gone up.

Just over £1.3bn it represents a rise in cash of 4 per cent over the Government's planned figure for 1983-84. If pay increases are held to 3 per cent and price increases to about 4½ per cent, the Chancellor's reduced estimate for the last quarter of 1984, this means little change in cost terms.

Always provided that costs are contained—and all of us involved in pay negotiations have a big responsibility here—the Government's revised expenditure plans for education and science will allow broadly for the maintenance of current policies.

But all this depends crucially not only on pay but also on the efficient use of resources throughout the system. Maintaining current policies does not necessarily mean maintaining current—or traditional—practices. There is no margin in our plans for inefficiency. There will be a need to go on removing surplus places in schools; better value for money throughout the education service in cleaning, caretaking, energy conservation and so on; more effective deployment and management of school teachers; tighter staffing ratios in many sixth forms and in further and higher education; rationalization within and between universities and colleges.

Recognizing what had been done to use resources to better educational advantage, Sir Keith reiterated that a balance had to be struck between educational and public spending aims. Three questions had to be asked: would extra money take us nearer to our educational aims; where a problem's solution did require extra money, could it be found from current spending through a reordering of priorities and improvements in efficiency; finally, could a claim for extra money stand up against other claims on public funds?

It will also be necessary to convince those whom we serve—parents, employers, and the public, all of whom pay rates and taxes. I believe that we shall succeed in convincing them only if we can convince them that our objectives are right and that we have a sound strategy for achieving them. First we need ourselves to be broadly agreed on them.

This Government's aim is to raise standards... Achieving our aim—to develop the potential of every child and, as a nation, to prosper in a free and fully employed society—depends much on the effectiveness of our schools.

What I am about to propose is bold, and ambitious, and I hope to persuade you that nothing less bold or ambitious will do.

I fully appreciate what I am asking. I do recognize that the task set to many teachers and schools is a hard task. Far too many pupils do not enjoy the stability and support of a good home or the advantages of an environment in which their development can blossom.

Much excellent and committed work goes into the preparation and teaching of our examination syllabuses and the operation of our examination system. Unfortunately the system does not enable us to measure what candidates can do, because it does not set absolute standards of competence, skill and understanding which pupils of different abilities are expected to attain.

When we try to judge standards, and to improve them, we cannot say precisely what we mean by them. Our judgment about examination standards can only be broad. Nevertheless I believe we ought to be dissatisfied with the standards expected and achieved in our public examinations at 16 plus.

When we consider what our children and young people have to do in order to achieve, when we consider the challenge of the world into which they are going, these examination standards—so far as we can judge them—are far from impressive, or reassuring, whether for example one looks at the level associated with an O level grade C, broadly the level expected to be achieved or surpassed by the top 20 per cent or so of the ability range in the subject in question, or when one looks at the level required to obtain a CSE grade 4, the standard of achievement

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TES staff report on the background and reaction to Sir Keith Joseph's Sheffield speech

How the new plan was born

When Sir Keith Joseph first arrived at the Department of Education and Science two and a half years ago, he had a strong conviction that standards were too low and falling. But he faced a problem: he could not measure them to find out if he was correct.

As his officials explained, public exams did not measure absolute standards but only the standard a child achieved in relation to other children. They were perfectly effective as a means of sorting children into different groups (and thus jobs). As a means of discovering if overall standards were rising or falling – and whether individual children could do better – they were, however, of little value.

To an Education Secretary determined to raise standards, that was dispiriting news. For even if he succeeded, how would he be able to tell? Meanwhile, he became side-tracked from the issues of exams and the curriculum by policy discussions on ways of extending parental choice, arguing that parental pressure was one sure way to raise levels of achievement.

When a surprised and delighted Sir Keith returned to the DES after the election, however, he was only too aware that he must urgently get to the heart of what was taught in the classroom. He knew it was a tricky area, where his direct power was severely circumscribed and teachers' sensibilities always keen. Nonetheless, he had to take a clear initiative if he was to redeem his pledge to raise standards and to do more than express regrets about "the bottom 40 per cent".

It was not as though he were starting from scratch. His predecessor, Mark Carstairs, had built on work started at the time of Mr Callaghan's "Great Debate" and published two weighty documents, *A Framework for the Curriculum* and *The School Curriculum*. A 1981 circular to authorities and schools asking them to review their curriculum policy was followed by a second, in 1983, asking for a progress report. And the joint examining boards for the 16-plus were starting to churn out criteria for the new syllabuses.

The evidence from abroad was also a spur to action. Groups of HM Inspectors, sent off by Sir Keith, reported that standards in France and West Germany were higher than in Britain.

In Scotland, there were also lessons to be learnt. The small and compact Scottish education system was pressing ahead with reforms of the curriculum and exams, based on the Munn and Dunning reports, intended to give secondary pupils of all abilities a curriculum suited to their needs and exam targets at which to aim.

If West Germany and Scotland could do it, why not England and Wales? Sir Keith convinced his colleagues that a move towards absolute standards in exams linked to the introduction of clearly defined aims at both primary and secondary level was essential.

He discussed the ideas with officials, refined them at a residential meeting in Oxford with other education ministers and political advisers in November, and cleared them with Mrs Thatcher before Christmas.

Mr Walter Ulrich, deputy secretary for schools, took charge of preparing the speech setting out the "bold and ambitious plan" for the North of England conference last week. But many of the thoughts and words in it were the Education Secretary's.

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Something for almost everyone

by Philip Venning and David Lister

If the reaction to Sir Keith's speech was rather warmer than he expected, this may be partly because the wording was sufficiently broad to allow most people to find something they could welcome. But there is some confusion about precisely what he meant, disappointment about his unwillingness to spend more money, and doubt about whether the speech was as epoch-making as civil servants were claiming.

Possibly the strangest and indeed strongest reaction came from the Government's own School Curriculum Development Committee, which had not even been told of Sir Keith's plan.

Mr Keith McWilliams, the chief executive, said on Wednesday: "I think it is reasonable to expect that if the Government sets up a curriculum development committee and ministers make statements on the curriculum, we will have some part to play in it and should be informed."

The Labour Party, which has concentrated on further and higher education during the past five years and said little about the school curriculum and examinations, will make its first detailed reaction today with an open letter to Sir Keith from shadow spokesman Mr Giles Radice. In it he describes Sir Keith's speech as "yet another of your road-to-Damascus conversions, but nonetheless welcome for that."

But he comments: "Typically, you overdo it. While most experts are in favour of more criterion referencing, it is not going to be easy to establish a system which measures 'absolute' standards. And while welcoming what you said about the curriculum, it is time to be more specific."

"I also note that you have still not made up your mind about a combined 16-plus exam. You mention the need for less specialization in post-16 schooling but fail to note that our A-level exam is probably the most specialized 18-plus exam in the world."

He adds: "Most important of all is the crisis of resources. This week local educational authorities up and down the country are deciding their budgets for the next financial year. Tory as well as Labour councils have complained

bitterly about the cuts in spending and about the financial penalties imposed by the Government.

"The reports of the HMI have graphically shown the damage that these cuts have done – to the numbers of teachers, to the shape of the curriculum, to the supply of books and equipment, and to maintenance and repairs. How can you hope to improve standards, if you ignore these warnings?"

Mrs Frances Morrell, leader of the Inner London Education Authority, paid Sir Keith the double-edged compliment of saying he had been systematically stealing the ILEA's ideas.

The National Union of Teachers said that all teachers would support Sir Keith's drive for higher standards and would welcome his recognition that comprehensive schools had improved standards. They hoped other Government ministers would follow his example.

"The all-round improvement in school standards over the last 15 years can be maintained if teachers are given the tools and support for the job. It would be tragic if teachers agreed with the Government's objectives but were denied the resources to achieve them."

Mr Fred Smith, general secretary of the National Association of Schoolmasters/Union of Women Teachers, described Sir Keith's plan as a "massive confidence trick and a snub to the unions. He is not consulting us about the operation at all, just about how it is to be carried out."

Mr Peter Smith of the Assistant Masters and Mistresses Association commented: "Sir Keith was making sudden revelations as if they had occurred to him and only him, but he was merely endorsing ideas that have been around for a long time."

Nevertheless, behind the populist presentation a coherent policy was clearly emerging. He faced a dilemma, however, on one hand he talked about schools of proven worth, by which he meant schools that were popular, possibly selective, and achieving successful O and A-level results. But he acknowledged that what those schools did was irrelevant for very large numbers of children.

Mr David Hart, of the National Association of Head Teachers, said that they gave the speech "a very warm welcome indeed, with a major reservation on resources."

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Clearing up the clutter . . .

According to Sir Keith, HMI reports show that "much of what many pupils are now asked to learn is clutter." What exactly did he mean? Certainly not, as some newspaper commentators have assumed, informal teaching, political education, or other hobby-horses.

At a briefing after the speech, Sir Keith, together with Mr Eric Bolton, the senior chief inspector, and Mr Walter Ulrich, DES deputy secretary,

suggested he was criticizing the practice of repeating the same subjects, such as rereading *The Railway Children* or *The Wind in the Willows*.

The complaint also referred to the teaching of unrelated and irrelevant items, such as lists of chemical compounds; lessons on radio valves with no mention of the silicon chip; or details of the industrial revolution unrelated to the present realities.

we are going to increase the attainment levels of all pupils then we have got to go for a broadening of the curriculum and a more relevant curriculum."

Mr Peter Snape, of the Secondary Heads Association, said they welcomed many things in the speech, particularly the change of tone and his recognition of the difficulties facing schools. But they had doubts about criterion referencing. "The present system of norm referencing is at least seen as equitable by the losers, and the work of the APU has shown how uninterested the public is in absolute standards, and how fascinated by comparisons."

The speech suffered from inconsistencies: Sir Keith talked about the need for all pupils to succeed when there were attempts to reintroduce selection. In the past he thought that exams were suitable for 40 per cent of pupils. He now thought that exam boards could devise criteria for 90 per cent.

Mr Gordon Cunningham of the Association of County Councils said that any move to criterion referencing would be very sensible. But the next step would require a fair deal of work.

"I am also worried that he returned to the familiar point about redeploying resources. I accept that some of what he proposes could be done without extra money, but it will require additional resources on in-service training, books and equipment."

Mr Bob Morris of the Association of Metropolitan Authorities said that the speech contained much that people could agree with, such as a move to criterion referencing, and more relevant teaching. But all this would be going on while local authorities were most strapped for cash, and were having to put a lot of effort into managing contraction.

Mr Graham Lane, of the Socialist Educational Association, welcomed the statement that 16-plus assessment should be for the whole age group and that the competitive element should be removed from the system of assessment used. Sir Keith should now set a date by which existing exams at 16 plus should be abolished.

Scotland will introduce common exam this year

Much of what Sir Keith proposed for schools in England and Wales at some distant date becomes reality in Scotland later this year with the introduction of new two year courses leading to a common exam to be taken by every 16-year-old.

Scotland's debate over issues like criterion referencing, common exams and a core curriculum began in 1977 with the publication of the Dunning report on exams and the Munn report on the curriculum. Though many of the proposals were controversial, the Scottish Education Department has given the radical reforms high priority. One advantage in Scotland is that there is only one exam board, the Scottish Examinations Board.

Under the plan, the old Scottish O

grade is being replaced by a new exam that will include the bottom 40 per cent. Pupils will follow courses at one of three levels – foundation, general, and credit – and the exam certificate will be divided into seven bands to cover all three. But the link between the course levels and the bands has been deliberately blurred.

The Munn committee originally recommended a new curriculum based on seven "modes of study" – linguistic and literary studies, mathematical studies, physical activity and leisure, social studies, scientific studies, and creative and aesthetic studies. Instead the Government has simply said that all pupils should study English, mathematics and science (in addition to religious and physical education).

Sinclair in double shake-up for micro market

by Carolyn O'Grady

The schools computer market was confused this week by the launch of a new computer by Sir Clive Sinclair soon after he announced his aim of wresting the BBC micro contract from Acorn Computers.

Although the new computer, the Sinclair QL, is described as "a professional/business machine" by Sinclair Computers, it has been taken by many to represent a big onslaught on the education market, which Sir Clive has been attempting to breach for many

years. The Sinclair Spectrum is one of three machines supported by the Department of Industry under its micro-in-primary-schools scheme, but has been bought by only about 4 per cent of the schools which have taken advantage of the scheme. Eighty-four per cent of primary schools have bought BBC micros as have a majority of secondary schools.

The signs are that the QL (Quantum Leap) represents very strong competition for the BBC micro. It is approximately the same price, just below

£400, but appears to offer far more. It has 128K of memory and includes colour graphics, a typewriter style keyboard and two of the new Sinclair microdrives – faster than an ordinary cassette machine but cheaper than a disc drive – for storage. There is also a networking capability which enables a number of computers to be linked.

All secondary schools now have one micro under the DoI scheme, and 17,500 primary schools out of a possible 27,000 have applied. Many schools are now looking around for other machines for which they will have to

pay the full price. The new Sinclair may be a powerful contender in this new situation.

The BBC micro contract is due to expire in the autumn and the BBC is holding talks with Acorn and other manufacturers about renewing the contract. The most likely outcome, however, must be a renewal of the Acorn contract; the difficulties for both the BBC and Acorn would be awesome should the BBC turn to another manufacturer.

The present BBC micro's design is partly owned by the corporation, and it

is difficult to see how Acorn could continue to produce the computer if the contract is not renewed.

For its part, the BBC would have to find a machine which was completely compatible with the Acorn model if the needs of viewers and software customers were to be satisfied.

One option is that a second BBC micro will be introduced, but for this policy to make sense the machine chosen would have to be in a different price/performance range to the present one. In order to give customers a real choice.

Nuffield grant aids graded tests in maths

by Bob Doe

A £154,000 grant from the Nuffield Foundation will boost the development in London of graded tests in mathematics which could provide the means to achieve the higher, set standards called for last week by Sir Keith Joseph, the Education Secretary.

The charity's money will speed up the work of the maths test team set up by the Inner London Education Authority and the London GCE board at Chelsea College's Centre for Science and Maths Education. The tests, validated by the board and expected to include some conducted by computers as well as by teachers, could be on trial in schools within three years and generally available in five.

The aim is to develop a series of assessments spanning the development of mathematics, initially from age 13 to O level. The London tests would span the whole ability range, unlike those sponsored by the Government for the less able in response to the Cockcroft report.

Many practical details have still to be decided but the eight strong research team plan between 10 and 20 assessment levels starting below the existing CSE standard and going up to some equivalence with O level.

Pupils would be able to progress through the bank of assessment tasks at their own pace, taking tests when they are ready and often as part of normal classwork. The external elements provided by the exam board might have to be at preset times, however.

Graded assessments, it is claimed, build on success, motivate pupils to learn and provide teachers with detailed feedback on progress. They also provide evidence of the standard achieved by pupils who may not have completed the course, unlike the 16-plus.

Dr Margaret Brown, executive director of the project, referring to Sir Keith Joseph's speech in Sheffield last week, said: "Graded assessments are a much better way of doing what Sir Keith says he wants than the present 16-plus. He is talking about criterion referenced tests (tests which show what pupils can actually do) and graded assessments are certainly that. But he appears to want to use them only for low attainers."

Dr Brown said many of the difficulties involved in devising graded criteria for the 16-plus which specified and summarized what pupils could do would apply less to graded assessments which built into a profile of pupil achievements.

Assessment tasks are expected to cover a wide variety of mathematical activities and attainments including oral work, understanding of concepts and problem solving. They will include course work assessments as well as written and practical tests and assessments carried out by classroom micro-computers. The hope is that the tests will encourage teachers to broaden the maths curriculum.

The maths tests are part of a wider move to broaden pupil assessments announced by ILEA and the GCE board in 1982. (See ASE conference report page 10.)

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Bob Doe and Nick Wood on last week's Association for Science Education annual meeting in Exeter

Graded tests demanded at all levels

The graded tests proposed for science must be for all pupils, not just the able. Professor Paul Black of the Chelsea College Centre for Science and Maths Education told the ASE. At the session devoted to the development of such tests in Oxford and London, he gave a warning that they could end up with less esteem than the present CSE.

The Government's recent policy statement on records of achievement for school leavers had implied that graded tests were primarily for non-examination groups. But Professor Black, who is a member of the Government's new curriculum council, rejected this.

If graded assessments were provided for the lower achievers while the higher achievers continued with exams, the graded tests would be regarded as lower than CSE. "Who would put their names to such assessments?" he asked.

"We are always giving the less able low value stuff. What is the point of giving them more?" Teachers could not be expected to take the graded tests approach with some and the exam approach with others.

He acknowledged the considerable difficulties involved in establishing graded tests suitable for all pupils. It was "an enormous revolutionary

change".

But a modest start was needed to "break the mould" of exam restraints on science teaching. "There is a terrible danger in only doing this for the first three years or for the lower abilities; we might start at the bottom but it must be within a plan catering for the first five years and all abilities."

Though moves in London and Oxford to develop graded tests in maths, English, science and modern languages (and CDT in London) were announced in 1982, little progress seems to have been made in science to date though both groups have similar ideas.

Mr John Bausor, inspector of science with the Inner London Education Authority, said graded tests held out the prospect of designing courses from the bottom up, as recommended by the Cockcroft report, rather than all courses being watered down versions of O level.

Included in his list of essentials for graded assessments in science were that they should be suitable for all pupils. They should make the most of what pupils could do rather than how well they could do it in relation to other pupils.

They should not be age-related and should entail both teacher assessment and external accreditation.



John Bausor

No decision had yet been taken on the number of grade levels the London scheme will offer 11 to 16-year-olds in science. Mr Bausor said the modern linguists thought four sufficient while the mathematicians had talked of 16 or more.

There would have to be some equivalence between the grade levels and the existing exam courses and he showed one 10-grade scheme in which grade 3 was equivalent to an O level pass and grade 6 to grade 4 CSE.

Some science teachers are clearly concerned, however, about the considerable number of unanswered questions still surrounding the graded tests proposals. Some are worried that the new tests will considerably increase the burden on teachers if pupils are allowed to take—and retake—the tests when they wish, and to work through them at their own pace. Others are concerned that the tests will force on teachers a standardized science curriculum.

Professor Black suggested that concentrating on whether pupils could approach problems scientifically rather than what they knew about specific aspects of science could leave teachers free to decide what particular aspects of science to teach.

Teachers may also be able to select appropriate test questions from banks of suitable items provided by the external validating body to cover the concepts and knowledge taught.

But clearly few of the practical difficulties about how graded tests will work in the lab have yet been worked out.

Outline of the shape of things to come

More details of the final outcome of the Secondary Science Curriculum Review were given by Dick West, its director, to the annual meeting.

The review, which is backed by funds from central and local government, aims to produce a new framework for science teaching, new syllabuses and new teaching materials.

A first draft of its proposals published last summer said that every child should do seven periods of science a week up to the age of 16.

Mr West said that the review had four main goals:

- To produce definitive statements on the options that schools can use in planning their science provision. The strengths and weaknesses of these various approaches would be clearly spelt out, but, given the diversity of the education system, no attempt would be made to impose one right answer on all schools;

- To report in detail on the cost of revamping and extending school science;

- To report on the need for in-service training of teachers faced with unfamiliar topics, subjects and approaches, and to report on the changes needed in initial teacher training; and

- To produce teaching and learning materials for teachers and pupils. If the review proves successful, these will remain generally available through commercial publishers. The possibility of using microcomputers to teach the new science courses will also be explored.

The director also commented on responses to the review's draft documents by industry, local authorities, exam boards and teachers.

He said he had amassed four thick volumes of comment and was now condensing it into a further report. The tendency in the responses was to suppose that others would find the review's ideas unacceptable or unworkable.

"A worry on the part of all the agencies about whether to accept the principles of the SSCR report as a good working basis over the next few years has been whether other groups are prepared to go along with it."

"Many (teachers') natural reaction to the paper has been: 'It's all right by me but I don't think the exam boards will buy it and I have no evidence employers will'."

Employers, on the other hand, have said they are happy with the report but doubt that teachers will be able to cope with the new approach.

Reactions from the exam boards were "very mixed". One was so keen on the review's ideas that it wanted to second some of its staff to work on the development phase, but another said it had heard all these ideas before and was not at all convinced by them.

Nevertheless, overall the boards were taking a benevolent view and employers were firmly behind the review, Mr West added.

"I am very optimistic indeed from what I have read from industrialists' responses to us. The move towards a more applied, and a more applicable programme of science education, which really does help youngsters develop useful skills, will be highly welcomed by them. Our problem is to free ourselves from our history and to grasp the opportunity to develop curriculum in that sort of way. I don't underestimate the difficulty."

Earlier, the conference had heard that the review's work was being supported by 251 groups of teachers in 85 local education authorities, who were engaged on various aspects of curriculum development and in devising related methods of assessment.

Time Management



ARE YOU PRESSED FOR TIME?

How to say 'no' and save yourself an hour a day

Teachers are to be schooled in the delicate art of saying "no".

This unusual lesson is part of a management training pack for science teachers developed jointly by the British Gas Corporation and the ASE, which was launched at the conference.

Advice on how to say "no" is contained in "Time Management"—one of the four modules that make up *Management in School Science Departments*.

The teacher who successfully deflects unwanted requests from colleagues, keeps an uncluttered desk, gives short shrift to time-wasters, deals with crises efficiently and keeps meetings brief and purposeful should be able to save himself an hour a day, the authors say.

Mr Bill Birrell, a management tutor with British Gas, told the teachers there were many reasons why they found it hard to say "no" when they were faced with unreasonable demands on their time and energy.

Their priorities were unclear, they

were fearful of offending others, they needed to be seen as a "good guy", they wanted to put colleagues in their debt or they wanted to butter up the boss.

They should learn to say "no" and mean it. This meant listening carefully to requests, saying "no" not "maybe" giving reasons, not excuses, for their decision and suggesting alternative solutions to problems.

He warned them against prefacing their responses with "sorry" or "I'm afraid..."

"Why should you say sorry when you're not? You haven't done anything wrong. If you do say sorry a lot you'll be seen as an apologetic person and lose the respect of others."

The pack is principally intended for in-service training of heads of science departments but could be adapted for other subject heads and senior staff.

The complete pack is on sale from British Gas or the ASE for £20, or £6 a module.

Keep sociology out of science, says gas chief

Sir Denis Rooke, chairman of British Gas, has attacked science teachers who believe their subject is best taught by using current political and social controversies as an introduction to each new topic.

"If you concentrate on issues, you'll teach a lot of sociology but very little science," Sir Denis told the conference.

But the issue-centred approach was no panacea. Issues ceased to be issues at all once they were boring, and teachers should guard against assuming that children, especially those below the fifth form, shared the concerns of adults. The fact that an issue chosen to illuminate a science topic was in some way rooted in a child's personal experience was also no guarantee of success.

Basing a course around the issue of "home", for instance, could be the last thing children wanted, Mrs Solomon said.

"Children, no matter their calibre, have a right to issues which are exciting, which open up their horizons and which are important to them."

Educational, not scientific, criteria should govern the choice of issues. "I would like them (the children) to be able to express their own views and values. Therefore issues must be important to them so that they will have views and opinions about them."

Mr Holman, head of science at Watford Grammar School, was suggesting that science lessons could be given a social context by occasionally feeding in extra information.

"The science curriculum is full of holes where the social bits should be," Mr Holman said. "This approach involves filling in the holes."

"It will be less threatening to teachers who are used to the safety of pure science. They will find it less threatening to allow the social implications to grow out of a lesson."

Mrs Jones, Solomon, a science teacher and coordinator of the Science in a Social Context project for sixth-formers, argued that issues—political,

local and those related to work and the uses of science—were a good starting point for the teaching of science.

She described how she had used the sudden spillage of oil in the Humber estuary, leading to the formation of a giant oil slick, to introduce lessons on oil's inability to mix with water.

But the issue-centred approach was no panacea. Issues ceased to be issues at all once they were boring, and teachers should guard against assuming that children, especially those below the fifth form, shared the concerns of adults. The fact that an issue chosen to illuminate a science topic was in some way rooted in a child's personal experience was also no guarantee of success.

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and investigation of local habitats. The report has been drawn up by a working party chaired by Mr Andrew Cadogan, of Belper High School who is describing his flourishing rural science department, scotched the notion that the subject is simply "stagnating for the time being."

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Richard Garner reviews the likely topics for this year's National Union of Teachers' conference

Bid to block debate on nuclear disarmament

A move to block discussions of controversial political issues, such as unilateral nuclear disarmament, at future annual conferences is being made by several branches of the NUT.

They want to give the union's president, or president-elect, the right to refuse any motion put forward by a local association considered to be "outside the aims and objects of the union". Under the union's rules, motions should be limited to trade union or education issues.

The move to limit publication - outlined in at least seven different motions submitted to the union's annual conference at Blackpool this Easter - is bound to cause fierce controversy. Left-wingers have always argued that political issues cannot be divorced from trade union or education issues.

This argument dates back to the union's annual conference in Scarborough two years ago when Mr Alf Budd, the then president, ruled that a motion calling on the union to support unilateral nuclear disarmament and affiliate to the Campaign for Nuclear Disarmament was out of order and could not be discussed. His ruling was later overturned by delegates.

At present, all motions tabled by

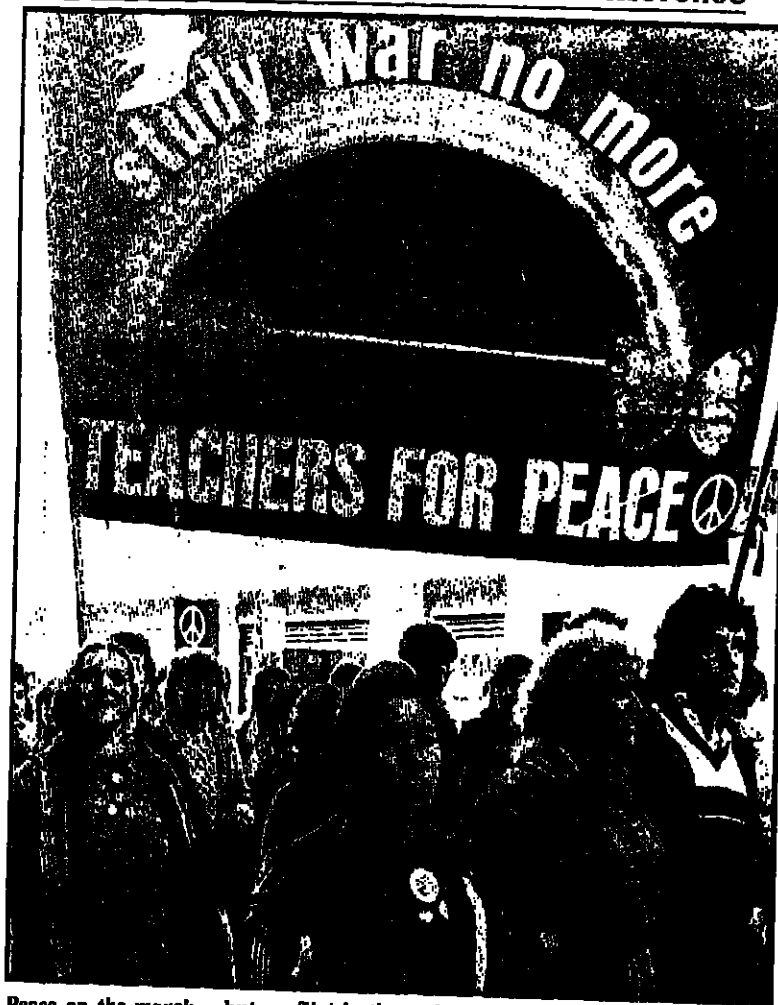
local associations are published in the union's weekly magazine, *The Teacher*, and the union's president can still declare a motion out of order at the conference if he or she feels it should not be discussed.

However, under the new arrangements proposed by several branches - including Castleford, Pontefract and District, Crewe and Nantwich, Luton and Wrexham - the president or president-elect would be given the power to stop such a motion ever being seen by other local associations by preventing it being published in *The Teacher*.

Union branches are now voting for the motions they would like to give priority to at Blackpool. How far this blocking move will succeed depends on the results of the voting.

Even so the issue of unilateral disarmament is bound to surface again at Blackpool with 24 motions being submitted on education and disarmament and a further two on education for peace.

One of the main thrusts of the disarmament motions is a call for the union to oppose what is seen as "the increasingly hysterical climate of cold war" by inviting American and Soviet



Peace on the march - but conflict in the union

teachers to send major delegations to the NUT conference every year. In addition, the union is urged to promote regional conferences on peace studies and to support the

TUC's policy of opposition to the Government's civil defence regulations. Some of the motions again raise the issue of the union affiliating to CND.

IN BRIEF

Polytechnics reach record

Britain's 30 local authority-based degree-awarding polytechnics now cater for a record 149,000 students - a 4.7 per cent increase on last year, according to the Committee of Directors of Polytechnics. A 6 per cent rise in the number of home students is given as the main reason for the total would have been even greater but for an 11 per cent drop in overseas students.

Conscience in competition

A new annual essay competition on the theme of social conscience has been launched for A level students. The subject of the first essay is "Poverty and Poverty in the United Kingdom" and the first prize is four times the weekly supplementary benefit for a 16 to 17-year-old dependent. The sponsors are the Social Administration Association and the Marie Brown Social Care Fund and details of the inaugural competition, which closes on February 18, can be obtained from Susan Cooper at Newbury College, Oxford Road, Newbury, Berks RG13 1PQ.

Male seniority

Of 1,884 women teachers in Coventry, only 262 are in scale four posts or above, according to a report from the local education authority. Of 1,167 men, 376 have senior positions. Mrs Maggie Risher, chairman of the schools sub-committee, said women were not applying for headships proportionately.

In-service research

The Open University has been given £48,600 by the Department of Education and Science to examine provision of in-service courses for mathematics teachers.

Language jam

The Inner London Education Authority's translation service is limiting translations of school-produced literature for parents to cases where there are "exceptional circumstances". A spokesman said the service had been overwhelmed by translation requests.

Cut-price Preston

Preston Polytechnic is the cheapest in the country, according to figures from the Committee of Directors of Polytechnics, which show that its net estimated spending per student in the current year is £2,596. The average is £2,921, with the highest cost per student at the North East London Polytechnic, which is estimated to be spending £3,644.

Orbiting the clock

A second spacecraft for use by schools is to be launched by the US National Aeronautics and Space Administration on March 1. The project team at the University of Surrey is working round the clock to complete UOSAT-2 in time.

Books bonus

Careful housekeeping has enabled Essex County Council to give its schools an extra £420,000 for books and equipment. The extra money, which schools can spend as soon as they want, represents a cash increase of 8 per cent in real terms.

'Ethelred' gibe

Accusing Sir Keith Joseph, the Education Secretary, of "trying to outdo Ethelred the Unready" by leaving British short of graduates for the twenty-first century, Mr Andrew Bennett, Labour's higher education spokesman, has told him in a letter that he should give school leavers the right to expanding higher education for 18-year-olds and mature students. Instead of asking universities and colleges how they will cope with falling student numbers in the 1990s.

David Lister reports from the North of England Conference in Sheffield

Teach v. preach conflict on politics

With Orwell and *Nineteen Eighty-Four* resonant at the conference as they have been everywhere else, the nature of political education in schools came to the fore.

According to Orwell's biographer, Professor Bernard Crick of Birkbeck College, London, *Nineteen Eighty-Four*, *Animal Farm* and *Gulliver's Travels* are all read at school.

And he told the conference: "For many of our children, this is the only political education they will get - something complicated by the fact that many of their humble teachers will not recognize them as 'political' at all, nor will any headteacher when put on the rack by i.e.a. advisers or HMI."

Earlier, Professor Ian Lister, of York University education department, showed in his address on the development of political education that these books are clearly no longer the sole political education in the country's classrooms.

Official attitudes to political education had changed, he said, its exponents had overcome the early enemies whom he identified as Rhodes Boyson and Max Morris, and the area received official sanction in the 1977 HMI document on the 11 to 16 curriculum.

Indeed, far from worrying that it was not being taught at all, Professor Lister, former director of research for



Professor Ian Lister (centre) flanked by two of the "enemies" of political education, Max Morris (left) and Dr Rhodes Boyson

the National Programme for Political Education, devoted the thrust of his address to a warning of the dangers for political education and its latest offspring, peace studies, in the way they were being taught.

He said there was now a danger in peace studies of "the teacher as preacher", trying to persuade students of a particular point of view rather than

enabling them to make decisions for themselves.

"There is also a danger," he said, "that peace education gets too narrowly associated with disarmament and with certain local authorities, some of the socialist republics." He added that peace educators tended to be "pretty aggressive".

Learning the art of competition

Colleges should teach young people about competition, to help them in the labour market, Ivor Richard, the European Commissioner responsible for education and vocational training, told the conference.

"If we teach young people the techniques of competition on say, the football field, but fail to do the same with regard to their own livelihoods, we will have failed," Mr Richard said.

"I would suggest that colleges certainly, and schools perhaps, might find ways of developing young people's understanding of the competitive nature of work, especially of the highly competitive nature of work-creation."

"I would also suggest that all training courses might very profitably include an element of instruction in the nature of the competition they are likely to be involved in when they begin work."

He went on to say that colleges could use their technical expertise and capacity to encourage new businesses.

"In today's tight market conditions, it is increasingly rare for an entrepreneur to be born. What we find much more often is a technical development which needs careful development and marketing to become a commercial success, or a group of individuals anxious to create a new enterprise but who, despite their high level of consultancy, lack some of the technical skills needed to beat the competition. In these and many other ways, the education system can offer invaluable support - as many colleges have already demonstrated."

Mr Richard also said that society could not expect young people to put up with constant financial humiliation and rejection when they saw conspicuous spending all around them.

"We must impress upon the treasure of this world that education and training are capital investments," he said. "Money invested in human resources yields dividends more surely than most other investments."

The first was a reconsideration of the Robbins Principle that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them. This, he said, was an "inadequate formulation for the rest of the century, a period when the needs of adult and

Former UGC chief tells universities to end reliance on A levels

A bold call for universities to make substantial changes in the way they select candidates came at the conference from Sir Frederick Dainton, former chairman of the University Grants Committee and this year's conference president.

He said the universities should end their reliance on A level results and be satisfied by a "global assessment" of the potential of an applicant.

Admissions should be on the basis of school assessment, he said, but added that while he welcomed profiling, this would be "useless if it takes the form of the bland stereotyped information provided in the UCAS form."

Advocating school assessment, he said: "Universities should not be told what the individual subject achievement is because this is so dependent on extrinsic factors such as home, teachers personality, etc, and is such a poor predictor for subsequent performance in work or in higher education which is not surprising, given the episodic development of young people."

Sir Frederick went on to say that education was still not a proper preparation for individuals to live in a world of change.

New grants rules sought

A national review of higher education in colleges and polytechnics, requested by Sir Keith Joseph, is likely to recommend a shift away from courses for 18-year-olds with A levels to less formally qualified adult students, and a radical change in the way student grants are allocated.

These two outcomes were predicted at the North of England conference by one of the men spearheading the review, Mr Christopher Ball, chairman of the board of the National Advisory Body on public sector HE and warden of Keele College, Oxford.

He said that while he had not yet evaluated all the responses to the consultation exercise being undertaken by NAB, he expected "two specific outcomes."

The first was a reconsideration of the Robbins Principle that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them. This, he said, was an "inadequate formulation for the rest of the century, a period when the needs of adult and

Sheffield, the first local authority to appoint a political education adviser, has now, through its education committee, passed a resolution calling for a core curriculum for secondary schools in which political education and peace studies would feature.

This was implicitly criticized at the conference by Mr Harry Dowson, a National Union of Teachers executive member and deputy head of Earl Marshal comprehensive school in Sheffield.

He said: "One of the dangers to the spread of political education would be if authorities like those in South Yorkshire tried to impose political education as part of the curriculum. Teachers have to be willing to teach it."

Professor Lister added: "One of my fears for political education was that it would be made compulsory, a sort of secular religious education timetable for a Friday afternoon with the dulllest teacher teaching it."

Sheffield has signed a "peace treaty" with its twin city in the Soviet Union, Donetsk in the Ukraine, the conference was told. Mr Peter Horton, former education chairman, said that Sheffield had become impatient with the lack of progress in international talks.

In most A level lessons the pupils appeared to be well motivated and made good use of opportunities to intervene in class. They valued the practical work available, the range of courses, and the fact that pressure was not exerted simply to meet the requirements of syllabus content.

But at lower levels, in groups where mastery of facts was dominant, the pupils were less enthusiastic and the pace more pedestrian.

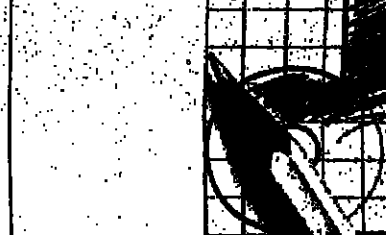
Most pupils took pride in their work and presented it well. Some found difficulty in producing sufficient work of acceptable quality. Several of the exercise books inspected indicated that marking and correction of work was not regularly carried out by all staff.

Although the number of A level candidates had risen from 12 in 1980 to 31 in 1982, the pass rate fluctuated considerably. Only one grade A had been achieved during the period. At O level several students attempted too many exams, some of which were beyond their capabilities. By contrast results in CGLI exams were extremely good, even though many were repeating work that they had already done in the fifth-form and which was not sufficiently stimulating.

The inspectors also criticize the school's policy that students wanting to retake O levels or CSE have to repeat a full range of subjects in the fifth-form, and are treated in every respect as fifth-formers.

Sixth-Form Provision at King's School, Gillingham Service Children's School (North West Europe), Service Children's Education Authority, Court Rd, Eltham, London SE9 5NR.

Mr Ennals said afterwards that teachers should not use computers in schools solely or even largely to teach computer studies. They should be used as an everyday tool in teaching other subjects.



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Saving pupils from banks

A motion which aims to prevent banks, building societies and other businesses from luring for pupil customers on school premises has been tabled by NUT members in Mid-Dorset.

The motion urges the union's executive to take all possible steps to ban the practice. Mr Dick Teague, the Dorchester teacher who proposed the motion, alleged that companies sometimes came into schools under the pretext of giving careers advice and then attempted to sell their services to pupils.

"They are working on the principle that the bank you start with is often the bank you finish with," he said.

"There's a danger we might become involved in some kind of commercial warfare."

Women-only meetings

Branches should be encouraged to arrange "women-only" meetings as a step towards promoting equal opportunities within the union, according to a motion tabled by the Hackney association of the NUT. It instructs all branches to set up anti-sexist working parties which could promote such meetings.

On racism, the conference is being urged by several associations to support moves by i.e.a.s to hold conferences for black teachers.

Selection resistance backed

Teachers who refuse to cooperate with local education authority attempts to bring back grammar schools by imposing selection procedures should be given the NUT's full support, the conference will be told.

This is the theme of several resolutions tabled in the wake of attempts by some Conservative-controlled i.e.a.s - such as Solihull and Redbridge - to reintroduce grammar schools or increase their numbers.

Teachers in Gravesham, Kent, call on the union to support members who refuse to cooperate with the reintroduction of grammar schools - or refuse to teach oversized classes stemming from the introduction of open enrolment schemes for schools, such as put forward by Kent County Council.

Teachers from Lewes, Sussex, have claimed that Solihull's move to reintroduce selective education "would be a giant leap backwards for education in

Britain". They call for active opposition to thwart any attempt to move away from the principle of comprehensive education.

In addition, there are several motions urging opposition to any expansion of the new Technical and Vocational Education Initiative beyond the present pilot scheme. Any expanded TVEI is seen as undermining comprehensive schools.

At the same time, teachers in East London and Hull, who have put forward this plea, want technical education to be made available to all pupils as part of their comprehensive school curriculum.

They also urge the NUT to develop its own strategy for 14-19 education and to support a minimum wage or educational maintenance allowance for all involved in post-16 education or training which is a substantial improvement on the current £25 a week on offer to youngsters on the Youth Training Scheme.

The offensive to be launched at this Easter's conference against Government education plans is also likely to include a call for opposition to the plan to abolish the Inner London Education Authority. One motion claims the proposed legislation would "deny the right of electors to elect local governments committed to better educational provision".

Meanwhile, in a move to fight attempts by i.e.a.s to reduce education spending, several associations have tabled motions calling on the union to sanction action - including strikes and "no cover" - against any i.e.a.s "which continue to misuse fixed-term contracts after August, 1984".

The union claims their use has been stepped up as a means of axing jobs without having to make redundancy payments.

Asbestos check plea to the i.e.a.s

A call is being made for all local education authorities to determine whether any asbestos has been used in the construction of their schools.

The plea is being made jointly by 11 NUT branches in a motion which also urges the union's executive to support any teacher refusing to work in buildings made unsafe by the presence of asbestos.

The motion calls for immediate and thorough surveys by all i.e.a.s to determine the precise location, nature and condition of any asbestos in school buildings, and voices concern over the "widespread" presence of asbestos in schools. It also declares that "there is no such thing as a safe asbestos level".

The motion is put forward by teachers in Hackney, where some

schools had to remain shut after the summer holidays, while asbestos was urgently removed, and several other areas of the country - including Bolton, East Sussex and Wellingborough.

It says the union should have the right to monitor all removal programmes and to call in an independent adviser, and also wants central government funds made available for the work.

Unity call on pension threat

A teachers' union is calling for local education authorities to join forces with teachers to stave off the threat of increased pension contributions for this profession.

The National Association of Schoolmasters' Union of Women Teachers will suggest that the two sides jointly commission an independent study of a Government actuary's report suggesting that pension contributions should be raised.

The NASUWT will make the suggestion at a meeting of the teachers' panel of the superannuation working party set up between the DfES, i.e.a.s and union leaders next week.

London Left grouping breaks up

One of the Left candidates contesting the election for the leadership of the biggest branch of the National Union of Teachers has made it clear that he is standing on an independent platform.

Mr Richard Reiser, general secretary of the 14,500-member Inner London Teachers' Association, has distanced himself from the Socialist Teachers' Alliance, the biggest left-wing grouping, which is holding the other two Left candidates for the three top jobs in the ILTA. He is now a member of a reformed Rank and File group within the NUT.

Mr Reiser, formerly secretary of the Hackney Teachers' Association, became general secretary last year when he defeated Mr Bob Richardson, who

had held the post for 15 years. His election followed a successful Left front against ILTA's former leadership.

Mr Reiser said his chief difference with the STA was over the fight against Government plans to abolish the Inner London Education Authority.

He had favoured a one-day protest strike on December 8 which he said had won the support of both the NUT and the National Union of Public Employees. But the ILTA leadership decided to go along with a one-day strike jointly planned by all the local authority unions on January 24 and rejected the argument that there would be enough support for strikes on both days.

Mr Reiser is being challenged for the post of general secretary by his long-time rival, Mr Richardson, the chairman of the union's national action committee.

The other two elections are a straight fight between STA candidates and supporters of Mr Richardson. Mr Caple Regan, the current treasurer and an STA member, is being challenged by Mr June Fisher. Mr John Edgerton, one of the six NUT members suspended from union membership in Lambeth some years ago and an STA member, is being opposed in the election for vice-president by Ms Rosemary Clarke from Camden. The results will be known early next month.

Careers officers slow to report YTS 'refuseniks'

Only a tiny handful of unemployed school leavers have so far been reported to social security benefit offices for refusing places in the Youth Training Scheme. Most of Britain's local authority careers departments have not yet passed on any names at all, despite Government instructions that they must do so.

Some benefit offices, who have the responsibility of deciding whether to dock the weekly payments to youngsters reported to them, are showing signs of impatience.

In one part of the Midlands they have written to local careers departments asking them for the names.

Ministers who issued the instructions and who regard their implementation as a matter of principle, were advised that they could not expect very much action until now.

This is because careers departments have insisted that they would not really be in a position to know who was refusing to join the scheme until it was operating fully. But it was generally accepted that the reckoning would come this month, when departments were required to provide the Manpower Services Commission with final figures for the number of 16-year-olds still awaiting an offer.

The figures went in on January 4, and a quick TES telephone check this week suggests that they are negligible. Most departments are reporting between nil and a couple of hundred youngsters left on their waiting list.

But careers departments are displaying an almost Orwellian capacity

for what they call "flexibility", aiming at complying with the law without actually doing anything about it. A few principal careers officers say that they support the principle of reporting "refuseniks", but even their plans appear to be to do relatively little and to leave it as late as they can.

Those likely to be reported are youngsters who refuse even to be interviewed. In Dudley, for example, Mr Arnold Waller, the principal careers officer—who is under a specific order from his education committee to

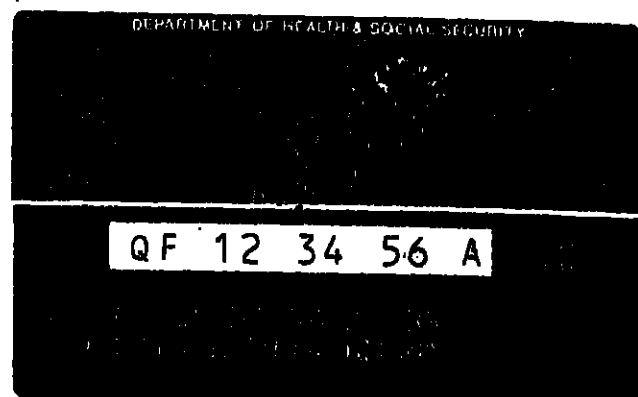
Edited by
Mark Jackson

act—is about to make a final attempt to get 109 youngsters to attend an interview before reporting them.

More dutiful than most is Mr Derek Mills, Cheshire's county careers officer, who has instructed his district heads to report youngsters who continue to refuse.

But staff of the country's biggest careers department, Inner London, this week found themselves spared from having to decide for the time being. The local branch of the National Association of Local Government Officers has decided to ban cooperation in any of the authority's many YTS projects if there is any attempt to report youngsters. Sheffield's NALGO branch is already backing its careers staff's refusal to implement the Government instruction.

Big Brother or little brother? An example of the controversial new plastic National Insurance card to be issued to all school-leavers and those receiving an NI number or replacing the paper form originally given to them. The new model has a computer-readable strip holding the information printed on the front. Mr Tony Newton, Parliamentary Under-Secretary of State for Social Security, argues that this will provide easy access to the records of people claiming National Insurance. However, critics fear that the new system, efficient in storage and recall of personal information, will become the basis of a national identity card system.



Jobs guidance weakness at colleges

Big gaps and weaknesses in the provision of careers education and guidance for college students are identified in a report from Her Majesty's Inspectorate published this week.

It calls on local authorities to set up effective careers advisory services inside all colleges and to make careers work a higher priority in general.

The report was based on a study of 30 colleges in 25 authorities visited by the inspectors in 1980-81. Between them they cater for 114,000 students, of whom 24,000 are full-time.

It calls on local authorities to set up effective careers advisory services inside all colleges and to make careers work a higher priority in general.

And where formal careers education and guidance exist, the inspectors found, it is usually concentrated on full-time students, with little or no provision for part-timers.

The inspectors' criticisms begin with the arrangements for helping school pupils to choose the right college courses. They report that college staff are put off involving themselves in advising pupils because schools regard them as competing for the over-16s.

The report points out that this is likely to hit the less academic leavers who may not get to know of college courses that would suit them. It calls on authorities to ensure that "such barriers, real or imaginary" are removed.

Although all colleges interview applicants before enrolment, and some of those in the survey gave occupational selection tests, the procedures are often carried out by vocational departments with a vested interest in recruitment.

The inspectors recommend the presence of a careers specialist to help the students sort out what they really want to study.

Careers guidance during courses was most commonly provided through tutor groups and interviews. The inspectors found that tutors rarely had any specific guidance on how to include careers education and guidance in tutorial periods, and were usually closely identified with particular teaching disciplines.

Describing typical interview facilities, the report attacks what it calls a "covert policy to limit ready access to full-time students."

Only three of the local authorities in the survey made specific budget provision for careers work by college staff,

and in the rest it was provided at the expense of subject teaching. Only three of the colleges concentrating on non-advanced education had a full-time staff member concerned principally with careers guidance.

The report says that staff are often assigned to careers duties without relevant experience or training. It adds: "The confusion between careers education, subject guidance, and personal counselling is compounded by the long held tradition in English education that care for the personal guidance of students forms part of the normal professional role of the teacher, and therefore that all lecturers should accept and be capable of exercising this undefined responsibility."

Vocational course lecturers, drawn from industry, are likely to be both biased and out of date in guiding students unsure about their vocation, suggests the report, and calls for in-service training to remedy this and for the provision of careers staff to provide up-to-date information on job opportunities in a range of occupations.

Careers education and guidance in further education—an HMI Study of practice in 30 colleges, DES, Elizabeth House, London SE1.

Over-16s should get maintenance allowances—TUC

by Richard Garner

Young people staying on at school after the age of 16 should receive a maintenance allowance of £16.50 a week, says the TUC in a document just published.

The document, *Protecting those in Need*, contains a summary of the recommendations that the TUC would like Mr Nigel Lawson, the Chancellor of the Exchequer, to implement in this year's budget.

Apart from calling for the £16.50p maintenance allowance—costing £210m a year—the TUC is also urging that the weekly Youth Training Scheme allowance be increased from £25 to £30 in order to keep pace with inflation.

The document says: "Young people are disproportionately affected by current high unemployment levels. This leaves those approaching the minimum school leaving age with a difficult choice—to join the YTS which provides a weekly allowance, or to remain

in full-time studies without any financial support.

"Only a minority of local education authorities offer educational maintenance allowances (EMAs) for young people over 16 and these are set at varying and very low levels. Young people from poor families are therefore at a great disadvantage if they wish to remain in full-time study."

The TUC believes that EMAs should initially be provided on a means-tested basis. The sum of £16.50 has been recommended because that is the amount of supplementary benefit they would receive if they were unemployed.

Protecting those in Need is available from the TUC Publications Department, Great Russell Street, London WC1, priced £1 (plus 20p postage and packing). A summary version is also available price 25p (plus 15p postage and packing).

BBC broadcasts no impact on worship Independents snub assembly material

by Bert Lodge

The BBC's Service for Schools broadcasts make no impact on worship in independent schools, a survey has found. It also reveals that in many schools in the private sector Muslim and Jewish pupils are expected to attend Christian assemblies.

In nearly three out of four of the 202 schools surveyed the whole school takes part in an assembly conducted by the head. The nature and content is almost exclusively Christian and pupils are expected to sing and pray in the vast majority of schools.

The School Assembly Project, begun three years ago and based in Southampton University department of education, gathered information from independent day schools, both primary and secondary, about the way they conduct assembly. The sample covered schools classified as Church of England, inter-denominational, non-denominational and Roman Catholic.

Although private schools are not subject to the religious clauses of the 1944 Education Act, the vast majority conduct assemblies or acts of worship

for their pupils in much the same way as maintained schools.

Asked which publications were most commonly used, the schools supplied some 170 titles though most mentioned only two or three. The survey commented: "So far as independent schools are concerned it would appear that the broadcasts and the assembly materials prepared by the schools broadcasting service of the BBC have no appeal."

Apart from the Book of Common Prayer mentioned only by Church of England schools, none of the more frequently cited publications was identifiable with any particular religious affiliation.

Previous publications from the School Assembly Project were *The School Assembly Debate: 1942-82*, now £2 and *The School Assembly in Hampshire*, £1.50.

Worship in the Independent day school by Patrick Souper and William Kay, Southampton University department of education, £3.50 (post free if cash with order).

Value of work outside class is stressed

by Philip Venning

Heritage and environmental education is an enormously powerful way to transform schools, Mr John Tomlinson, director of education for Cheshire, told a conference arranged by the Heritage Education Trust last week.

Teachers involved in such work tended to be very different from their professional image, because work outside the classroom encouraged a more personal relationship between teacher and child.

This led to the development of a wide range of skills among pupils, eroded traditional subject boundaries, brought teachers into direct contact with other professionals and forced



Country estates offered ideal protected environments

them to think of wider issues of conservation and political priorities.

If a school became committed to heritage and environmental education, its hidden curriculum of attitudes and values would be as much affected as its formal teaching.

In Cheshire former rural primary schools were being used as outdoor centres, Mr Tomlinson said. For many children a few days at such centres was often a turning point. It altered their attitudes to their teachers and their

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS
Mr D Emma, Master of Dulwich College, London, is to succeed Mr R Ellis, Master of Marlborough College, as chairman of the Headmasters' Conference.

Miss M Jenkins to be head of Hammersmith School, west London.
Mrs K Hurford to be head of Middle Row primary school, west London.

Mrs V Elder to be head of Hill Mead Infants' school, south London.

Mr P Thomson to be head of Emanuel School, Battersea Rise, south London.

The Rev D Pearce to be head of St Benedict's Junior School, west London.

Mrs J Brathwaite to be head of Lymington County Infants' School, West Sussex.

Mr D Squire to be head of Arundel C of E Primary School, West Sussex.

Mrs J Bennett to be head of Victor Seymour Infants' School, Carshalton, Surrey.

Mr C James to be head of Northfield school, Birmingham.

Gwynedd education authority has appointed the following primary school heads: Trefni: Miss S Lloyd Jones; Bala: Mr P Jones; Trefor: Mr G Jones, and Tudestog: Mr W Fritchard.

ADMINISTRATIVE APPOINTMENTS
Mr B Oatley to be County Education Officer of Kent.

Mr M Ward, former Labour MP for Peterborough, to be Director of Information for the Inner London Education Authority.

Mr M Daymond to be Personnel Director of Ramplow Limited, the Government-sponsored company which provides employment for severely disabled people.

CONFERENCES...

January 14
Socialist Teachers' Alliance one-day conference on School and Work in Camden Town Hall, London NW1 from 11am. Speakers include Bernard Davies and Will Reese.

January 31
A sixth-form/further education session at the Commonwealth Institute on *Problems of Small, Highly Urbanised Island States: Hong Kong* from 2-3.30pm to coincide with the Hong Kong exhibition in the Upper Gallery from January 30-February 6. Details from the Education Centre, The Commonwealth Institute, Kensington High Street, London W8 6NQ.

February 17
Examinations and Teacher Training for the Languages of Ethnic Minority Communities in Britain: a conference held jointly by the Institute of Linguists and the RSA Examinations Board. Details from H Orchard, RSA Examinations Board, John Adam Street, London WC2N 6EZ.

March 1-2
A two-day intensive workshop on interactive video design techniques and strategies for those with a basic knowledge and understanding of the principles of interactive video and its potential for education and training. Details from the Information Technology Programme Manager, Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.

March 29-30
Association for Sandwich Education and Training and Careers Research Advisory Council conference in Cambridge on *A New Role for Higher Education*. Speakers will include Sir Keith Joseph, Sir Peter Swinnerton-Dyer, John Kingman and Ken Durham. Details from Dr W Turmeau, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

COURSES...



The Young People's Trust for Endangered Species is running Environmental Discovery Courses for pupils in junior and middle schools and the first two years of secondary schools from April 13-19, 20-26, May 25-31 and June 1-7 at the Chatsworth Centre, Swargate. The courses offer fieldwork and detailed study of a wide variety of habitats. Summer schools for school parties and individual children (9-16 age range preferably) will also be held from July 20-26 and July 27-August 1. Details of these and the other conservation activities of the YPTES from Mrs D Littlewood, 9 Kilncrope, Cranleigh, Surrey, GU8 7BW.



The English Schools Cycling Association and the British Cycling Coaching Scheme will be holding courses leading to the Cycling Teaching Certificate in Leighton Buzzard on March 17-18 (Examination March 31) and Ridditch on March 24-26 (Examination April 28). Details from the National Coach, Mr G Greenfield, 157 Kingsclere Avenue, Weston, Southampton SO2 9UR, enclosing a stamped addressed envelope.

The University of London Extra-Mural Studies Department and Birkbeck College is running a six week course on Elizabethan and Jacobean Tragedy in the Goldsmiths' Theatre at the London School of Hygiene and Tropical Medicine, Keppel Street, London WC1 on Thursday evenings from January 26-March 1 at 6.15pm-7.45pm. Lecturers include Dr M Slater, Professor B Hardy and Professor I Ewbank. Inquiries to Mrs J Cooper, Room 265, Department of Extra-Mural Studies, University of London, 26 Russell Square, London WC1B 5DQ.

The National Gallery is holding a three-day course for junior school teachers on March 6, 7, and 8. Teachers wishing to attend

should write to the Educational Department, the National Gallery, Trafalgar Square, London WC2N 5DN for further details.

COMPETITIONS...

Children's Britain Competitions
Children under 16 are asked to draw a map or write a guide to any area they know well within the British Isles. Age groups are 7 and under, 8-11, 12-16. A range of prizes and weekend breaks are among the prizes which will be presented by John Craven in September. Closing date August 31. Details from your local bookshop or the Book Marketing Council, 19 Bedford Square, London WC1.

Portrait Award
The schedule and rules for the 1984 John Player Portrait Award in association with the National Portrait Gallery have now been announced. The competition is open to all British subjects resident in the UK between the ages of 16 and 40. Details from the Competitions Office, a 15-minute slide illustrated talk. Winners will present their talks on Friday, April 13 in the museum before an audience of other competitors, friends and relatives. Entry forms from Esme Greenfield, Educational Services Section, National Maritime Museum, Greenwich, London SE10 9NF.

A Sixth-Form Slide Talk Competition has been launched by the National Maritime Museum. Competitors are asked to select a theme from a gallery or subject on display in the museum for a 15-minute slide illustrated talk. Winners will present their talks on Friday, April 13 in the museum before an audience of other competitors, friends and relatives. Entry forms from Esme Greenfield, Educational Services Section, National Maritime Museum, Greenwich, London SE10 9NF.

RECENT PUBLICATIONS...

Two new careers publications by Tony Crowley: *The Careers Index: a guide to occupational similarities*, which covers 380 occupations and for each one lists at least eight jobs which tend to be suitable for the same kind of people.

Ideas for Self-Employment and Part-Time Work lists skills and equipment necessary for each job, useful addresses and contacts, information about finance, how to form a cooperative etc. Both books are available from Careers Consultants Ltd, 12/14 Hill Rise, Richmond, Surrey TW10 6JA.

Cuts in Education—the latest publication by the Exeter branch of the Campaign for the Advancement of State Education. This and the earlier report, *The New Governing Bodies*, are available from the group secretary, Jane Pembroke, 42 Highfield, Topham, Exeter, Devon EX3 0DA, price 50p + 25p postage and packing.

Women's Work and Leisure—a guide to the Strangers' Hall and Bridewell Museums in Norwich, written by David Jones, Keeper of Social History and Gail Durbin, Education Officer of the Norfolk Museums Service for the Open University as part of their course *The Changing Experience of Women*. The guide is designed to accompany a museum trail which emphasizes the domestic life of women in Norwich from the sixteenth to the nineteenth centuries and the role of women in Norwich trades and industries from the seventeenth century. It is available, price £1.95 plus 30p postage and packing from the Publications Department, Castle Museum, Norwich NR1 3JQ. Please make cheques payable to Norfolk County Council.

Compiled by Mary Crulickahank

Diane Spencer reports on the Bristol conference of the Association of Special Education Tutors

In-service courses good but hard-up

A plea for more money for improved in-service training for special educational needs was made last week by a leading special educationist.

Professor Peter Mittler, of Manchester University, told the conference that higher education institutions were stretched to the limit in meeting the demand for in-service courses under the Government's direct funding scheme.

This scheme, under circular 3/83, gave priority to four areas of in-service training: management training for heads, mathematics, pre-vocational education, and special educational needs in the ordinary school. The Government is giving local education

authorities the money to replace teachers released for training on designated courses.

Professor Mittler said that higher education had given "a tremendous response" to the circular. "It has been a success story, but at the expense of other things. Research has suffered badly."

A modest demand would be for more non-tenured teaching staff, he said.

Mr Ivor Ambrose, staff inspector, with responsibility for teacher education and training, could give delegates little more than praise and encouragement.

"Your point has already been made to our masters. We can hope for a bigger share of the cake; but there is no immediate hope of alleviation", he told Professor Mittler.

Mr Ambrose cited circular 3/83 "the year's most exciting development in special education". He had been impressed with the speed of response to the scheme and the quality and variety of the courses offered.

The Department of Education and Science had designated 15 centres across the whole spectrum of higher education institutions stretching across the country from Exeter University to Newcastle Polytechnic.

So far 450 teachers have been on one-term courses. Apart from the income from fees, the institutions have had to make do with existing resources. Mr Ambrose was pleased with the new spirit of co-operation between the colleges, universities and polytechnics and the local education authorities.

Newcastle, for example, was working with nine local education authorities and three other institutions across the North of England. The London Institute of Education had linked up with Avery Hill College, North-East London Polytechnic and the West London Institute of Higher Education.

Age restrictions in 'new blood' scheme blamed for big bias towards men

by Hilary Wilce

The "new blood" lectureships, created under a programme to foster young academic talent in the universities, have been criticized because they lead to discrimination against women.

The lectureships are restricted to exactly the age range—the under-35s—in which most married professional women will be involved with young children, Professor Daphne Jackson, president of the Women's Engineering Society, told a conference on women in technology this week.

Those women who had had their children earlier than this would be unlikely to have evidence of the necessary creative capacity to succeed in the competition for the new posts.

As a result, only 8 per cent of the lectureships had gone to women, and this dropped to 4 per cent in engineering. There were no women-lecturers appointed in information technology under the programme.

Professor Jackson suggested that the age-range could be extended for women, or a few posts reserved for an older age group. "Better still, a proper scheme for women returners should be devised."

Age discrimination was possibly the most serious problem for women trying to develop their careers, she said. "The use of fixed age ranges for posts in industry and the public service makes it virtually impossible for a woman to return to her career by taking a lower post while refreshing her knowledge and working skills, or to keep herself ticking over in a less demanding post while her family demands are high."

In the United States the situation was very different because of restraint

on age discrimination and because of the interest taken by the appropriate institutions in the careers of women.

The two-day conference was organized by Loughborough University with backing from the Manpower Services Commission.

● The University Grants Committee has raised by 60 the number of posts that will be available in universities next year under the "new blood" and information technology programmes (*Biddy Passmore writes*).

The increase brings the total number of these posts in 1984-85 up to 395, of which nearly 350 will be new blood appointments. But the UGC has warned universities that there will have to be some corresponding reduction in 1985-86 to keep within government spending limits.

Reviewing the scheme's first year of operation, the committee found that the number and standard of applications were generally high but varied greatly from one post to another, with some attracting fewer than five applications, and others more than 60. Biological sciences and maths attracted the largest fields of highest quality, while universities had difficulty in filling the engineering posts at the first attempt.

Nine of this year's new blood appointments were aged over 35, and six were already in permanent academic posts in the UK, the committee found. It has asked universities to make sure that those selected next year do not already have permanent academic jobs in this country and to adhere more strictly to the age limit of 35.

The TES Guide to the YTS

The new Youth Training Scheme officially began operating in April 1983 but despite wide publicity most people in education and industry still have only a hazy idea of how it works.

Who is in the programme and what does it do for them? How does it affect schools and colleges? What is the real significance of the scheme for education, industry and most important of all, the young themselves?

The TES Guide to the YTS attempts to sum up the facts and to set out how the scheme actually works.

The Guide is available in reprint form price 25p including postage within the UK.

Please direct your enquiries to:
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Money for a massive policy shift

UNITED STATES

Patricia Rowan on the excellence-rush in California

California is not only taking to heart the exhortations for reform in last spring's report on "A Nation at Risk" by a presidential national commission, it was way ahead in its pursuit of excellence in the state's own schools. It has already produced detailed proposals for improving curriculum and teaching quality, voted the money to pay for them, and started to introduce them.

This is partly in accord with the Californian tenet that the state is always first with social and political trends (qualified to "first or last" by more objective analysts) but may also have had something to do with the fairly disastrous effects on standards in some school districts of the 1978 vote for Proposition 13 (an undoubted first), which opened the way for severe cuts in local property taxes, at the expense of services like education.

In any event, California embarked a year before publication of the excellence report, on a massive shift in policy and basic strategy as regards education, which received its main thrust last summer with legislation tying new injections of public money to proposals for reform.

Michael Kirst, professor in the school of education at Stanford University and a former president of the State Board of Education, characterizes this as the third major post-war cycle in education thinking.

The first came in the wake of Sputnik in the late 1950s, when the whole of America anxiously reappraised its educational system in an attempt to meet the technological challenge.

Then from 1965 onwards came the concentration of policies on the bottom third of the achievement band - the special programmes discriminating in favour of disadvantaged groups on grounds of race, poverty or handicap. California poured money into the special categories for a decade, but it was Proposition 13 which finally signalled the end of expansion.

It was the slow retrenchment which followed which brought it home to the

tax-conscious Californian public that starving the schools of funds, while continuing to earmark money for the programmes around the edges, was demonstrably hitting the quality of teaching and learning in the high-school mainstream.

As elsewhere in the US, test scores were declining. Although the special programmes had significantly boosted achievement in the bottom third of the ability range, this had been accompanied by such large drops in the top third of the achievement band that it had obscured the gains elsewhere.

The middle third were not doing too well either; not exactly failing, but taking a mish-mash of subjects that were leading nowhere.

The growing public feeling that it was time to stop worrying about special categories and start to do something about the neglected needs of average and above average talents was spearheaded by a dynamic new broom called Bill Honig, who in a 1982 election trounced the highly respected state superintendent of public instruction, Dr Wilson Riles.

Honig poured more than \$3m (£1.6m) into a massive media campaign attacking slipping standards, and urging a reversal of policy towards higher expectations, higher admissions policies in the universities, and harder work by the kids in the schools. Riles - black, leftist, sound on special programmes - simply had no weapons to fight the aggressive switch in public opinion which swept Honig home.

Characteristically, the feeling in California was that standards had fallen further there than anywhere and that, since the Federal Government (with other priorities, like defence) wouldn't do anything to get them out of the crisis, and there was no confidence that the school boards could - after all, the boards had got them into this mess - the state government would have to take the initiative. Big Daddy, in the shape of Bill Honig, must intervene in instructional policy.

Honig got the state board of education working right away and, only a few weeks after publication of the national excellence report, was able to publish "Raising Expectations" - a 100-page volume of new, improved model graduation requirements for California's high schools.



Moving fast... In education, as in most other respects, California believes in being the first to introduce change

Probably more important, having already won public support for turning education into a front-burner issue, Honig was also able to count on it for the financial backing he considered essential. A major state opinion poll soon afterwards found that the public (in a reversal of earlier thinking) was ready to pay more taxes, if that would improve the quality of education.

The poll showed that Californians believed performance in the state system had deteriorated markedly in the past 15 years: the public was most concerned about the breakdown in discipline, lack of emphasis on the fundamentals in the curriculum, bad teaching, and how to attract and keep top-calibre teachers. There was strong support for statewide high school graduation requirements, more emphasis on the basics, and merit pay for teachers.

A Bill embodying most of these aspirations - and more besides - was passed in July. It listed 80 explicit reforms designed to tighten up core curriculum demands, lengthen the school day and year, and improve the quality of teaching, and provided \$800m (£530m) - a 10 per cent budget increase - to pay for them.

The money was available right away but Governor Deukmejian vetoed a second similar instalment, voted by Senate for a second year of the programme, until the results of the first year were in. No improvements, no more money.

One factor in the public belief that more money would help to improve quality was the wide recognition that teachers were underpaid (plumbers, for example, got twice as much), that they had lost a lot of ground as a result of Proposition 13, and that they had to

be paid more if ability was to be upgraded. The emphasis was clearly on attracting better teachers, rather than getting rid of bad ones.

The new Bill, SB 813, makes a start on this by raising the minimum salary from \$13,000 to \$18,000 over three years. Other programmes being tried out to attract better qualified recruits include loans and scholarships for prospective students and the chance to earn more money by working harder.

Killing two birds with one stone, teachers get the chance to be paid extra by working in the summer school programmes, in science and maths, which are being laid on primarily to give high school students the opportunity to top up performance.

"It's recognized that there's no quick fix," says Professor Kirst. "We haven't worked out which is the most cost-effective way of attracting good new teachers. We're throwing out a whole series of magnets to see which has most effect."

The search is the more intensive since California expects to face an acute teacher shortage in the next few years, unless more young people choose teaching as a profession. Quality has been particularly affected in recent years as the well-qualified young women the schools used to rely on have moved into other professions, and as teacher prestige has slipped.

"The public has to understand that if they want good teachers they've got to learn to respect them," says Honig. "If we can just give decent wages, we can attract them."

One measure not enacted in SB 813 was merit pay, supported by the National Commission on Excellence by Californian public opinion and by President Reagan, but professionally regarded as unworkable. "We don't know the technology of implementing it," comments Kirst. "How do you do it?" We lack the evaluation methods.

The state is, however, perfectly prepared to try to defuse the high school crisis. So far SB 813 calls for three years of English and two each of maths and science in the core curriculum, but there are plans to increase those requirements and furthermore to state what should be done in each year (Shakespeare rather than sci-fi).

The universities and college boards have been working along similar lines on entrance requirements, and moving away from multiple choice aptitude tests to subject-based testing.

In fact, all the movement is towards state-wide subject-based exams, which seem to be getting closer to the British system all the time. The Golden State achievement exam, one of the reforms introduced by SB 813, will reflect these trends when it starts in 1985.

So far the teacher unions, besieged by reports on all sides, are lying low while expressing reservations. Teachers don't mind, for instance, a four-year English course, but do object to dictation on its content.

However, there is no denying that it is very difficult to come out against a reform package which includes higher pay. "Let's not blow it," Al Shanker, the American Federation of Teachers leader, is quoted as saying. "We'll shape it later to our own predilections."

There are plenty of other critics in the school districts, however, of the moves to concentrate power in state hands at the centre. Most school boards are pressing ahead with curricular reform (often without any clear idea of how to do it) because they are afraid that Bill Honig will come in and do it for them if they don't, but something like the British central v. local control battle seems to be building up.

Other observers point out that all the reforms are aimed (rather like the British exam system) at the college-bound, top third of the high school population, and at the expense of the vocational education, jewellery-making, education-for-life brigades.

Presumably the pendulum will swing back eventually, especially when education stops being the policy-fetour of the month. Meanwhile, a more fundamental question remains: how essentially long-term, issues like teacher and curriculum quality can show sufficient turn-around in one year to provide value for money, and quality for the next instalment, when interest switches to something else.

Just look upon it as homework, son!



Brushing up on your civic pride

SINGAPORE

by a special correspondent

Singapore's Education Minister, Dr Tay Eng Soon, has announced that all of the Republic's 500,000 schoolchildren will be obliged to carry out an additional duty in future... cleaning out their school toilets.

Reading test results fuel illiteracy row

ISRAEL

Benny Morris on the continuing divisions about reading standards

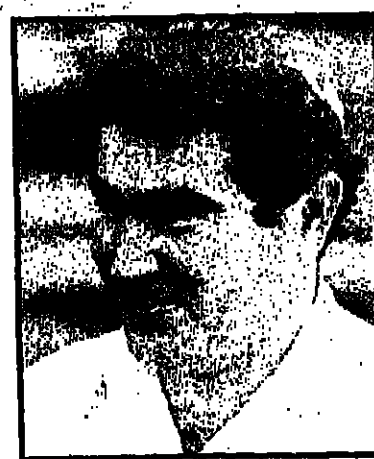
The people of the Book are growing up increasingly illiterate in the Holy Land. This appears to be the major conclusion of a relatively simple reading comprehension test conducted in Tel Aviv recently with seventh and eighth graders (ages 13 and 14), and it has led to a sharp controversy between the education ministry, educators and the chairman of the Knesset (Parliament) education committee.

Israel radio reported a 40 per cent failure rate among the 5,400 junior high school pupils who sat the test. But Professor Sol Kugelmann, the Education Ministry Chief Scientist, said the failure rate was only 14 per cent.

The test included multiple choice questions such as: "When Yossi visited Izik, who was lying sick in hospital. Yossi said: a. Happy New Year; b. Have a nice day; c. Get well."

Professor Kugelmann, however, told radio reporters that this question was "not representative", and was "easier than most in the test".

The Knesset education committee chairman, Ms Ora Namir, said the results were "further proof of the failure of the school reform programme" - which was introduced in 1969-70, led to the establishment of the junior high schools as frameworks for integrating children from disadvantaged Sephardi (oriental Jewish) backgrounds and children from Ashkenazi (western Jewish) families, who tend to be better educated.



Zevulun Hammer... opposed

Ms Namir repeated her previous charges, that some 20 per cent of the country's third-graders had completely failed to acquire elementary reading skills. Professor Kugelmann said the failure rate in third grade was "only 14 per cent" but conceded that this figure was also worryingly high.

The ministry intends to introduce reading into the curriculum of the country's kindergartens in the near future.

But many ministry officials oppose the idea, which is being pressed by Mr Zevulun Hammer, the Education Minister, at present. Reading is taught in first and second grades, and pupils are expected to be relatively proficient at it by the end of grade two.

Reading problems are being given top priority treatment this year by the education system, and 60m shekels (\$242,500) has been allocated this year for remedial reading programmes.

Tel Aviv municipality has already allocated special funds to hire 18 remedial-reading teachers to work in the city's schools, according to Mr Haim Bassok, head of education in the city council.

Mr Amnon Abramson, secretary of the main Histadrut teachers' union, said he was not surprised by the results of the Tel Aviv test. "If (many) children cannot read in third grade, and soldiers reach the army illiterate, why should we be surprised if they fail a comprehension test in junior high school?"

Meanwhile, the government was in trouble in another educational field, the vocational high school training, until now considered by many one of the system's successes.

In a paper on the vocational schools, Dr David Harman, chief scientist at the Joint Distribution Committee Israel, said that some 60 per cent of the pupils fail to get jobs in the fields they are trained for.

The Education Ministry had previously claimed a figure of 30 per cent. Dr Harman said that it costs the state three times as much to train vocational high school pupils as academic high school pupils.

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Peter David looks at a contentious Federal initiative to back up the campaign for higher standards with an effort to improve discipline

The tide turns against the school crook and bully

The Reagan Administration has decided to open a new front in its campaign for educational reform by launching a nationally coordinated campaign against violence in the classroom.

A new report awaiting President Reagan's decision and drafted jointly by the Departments of Education and Justice says the Federal Government ought to play a larger role in stemming the rising tide of violence and indiscipline that has been sweeping American schools.

The widely-leaked report says that in discipline, not standards, that most worrisome American parents. It claims that about three million secondary school pupils a month are victims of crime, and that most school crime goes unpunished.

A major 1978 study by the National Institute of Education found that about 1,000 teachers a month were assaulted, and required medical treatment. About 6,000 a month were robbed and another 125,000 a month were threatened with violence.

Mr Gary Bauer, the Education Department under-secretary responsible for the report, lays some of the blame for the collapse of discipline at the door of those who focused in the 1960s and 1970s on the rights of students to challenge disciplinary actions by schools. An unintended consequence, he says, has been to turn unruly pupils into a "protected class".

One of the most controversial recommendations in the new report would have the US Justice Department enter

local disputes to strip away some of the legal protections granted to pupils facing school disciplinary procedures.

Under this scheme, Federal lawyers would file Friend of the Court briefs in cases involving school violence, in an attempt to prevent further erosion of the powers of school heads and superintendents to deal with dangerous pupils.

Administration officials believe that a landmark ruling by the Supreme Court in 1975 ceded too many rights to school pupils and has weakened the authority of teachers to the point at which the maintenance of discipline has been made virtually impossible.

The ruling in question held that, under the fourteenth Amendment of the Constitution guaranteeing due process of law, school pupils facing suspension or expulsion should be given notice of the charges against them and an opportunity to present their own version of events.

Acknowledging that many school authorities would prefer the untrammeled power to act unilaterally, the court declared that suspension could damage pupils' opportunities for higher education or employment and that constitutional safeguards were therefore necessary to prevent punishment of the innocent.

how to stiffen their disciplinary procedures without violating the law.

But the new focus on discipline has already attracted criticism. The President's political opponents complain that the White House is once again exploiting real anxiety about education by highlighting a problem without proposing sufficiently effective remedies.

During the recent national debate on education, teachers' organizations accused the Administration of calling for an improvement in teaching standards while doing too little to pay for a better teaching force.

In the case of discipline, critics accuse the Administration of reversing its long-standing position that the details of teaching and school management should be handled by states and localities rather than by the Federal Government.

The most vociferous criticism, however, is expected to come from groups representing ethnic minorities. Black and Hispanic pupils are involved disproportionately in disciplinary proceedings at school, and black groups fear that a clampdown on discipline will increase racial tensions.

To counter this argument, the Administration points out that ethnic minorities have the most to gain from the elimination of crime and violence in schools, because they are most often the victims. The report claims that black children are three times more likely than their Anglo-Saxon counterparts to be victims of school crime, and Hispanic twice as likely.

A quality approach to state education

TURKEY

The Turkish Government is applying its new free-market, less red-tape approach to all areas, including education.

Within a few weeks of taking office, the Prime Minister, Mr Turgut Ozal, has merged the ministry of youth and sports with the education ministry, streamlining several departments.

He has also put greater emphasis on professional training as opposed to the traditional goal of free general education for all.

The new Education Minister, Mr M Vehbi Dincerler, is typical of the ruling Motherland Party - an engineer and former civil servant now in his early forties.

He has been working hard to dispel doubts about his competence in education by working long hours, consulting widely and announcing plans to visit schools to discover their problems at first hand.

Indicative of the new concern about the quality of education is a hint from Mr Dincerler that a recent law reducing the school starting age from seven to six could be repealed.

According to the Motherland Party programme, "Compulsory primary education aside, efforts will be made to create a link between the nation's economic and social targets and the structure of our education services



School starting age may be reviewed yet again.

with respect to number, type and level."

For the past 60 years Turkey has been mainly concentrating on setting up a uniform and comprehensive educational system.

Private schools are also expected to receive a boost from the new administration. One measure being considered is the removal of all controls on their fees.

Bernard Kennedy

Travel

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TALKBACK

FEATURES

Bring back ABC

MONA McNEE

The greatest single factor in our educational decline has been the idea that it is better to start learning to read without bothering with the a, b, c, changing from a phonic start (c-a-t) to look-and-say. Letters, they say, are a barrier to understanding. The handbook of the Ladybird scheme says that "names and sounds of letters are not emphasized" at the beginning, and the child "learns the words by their shape, context and repetition". Have experts ever tried to read a word from its shape? Dozens of words fit one shape (common, course, coarse, crease, mumus, etc.). A child shown only one word, John, knows any word he sees will be John: 100 per cent certainty. As the "sight vocabulary" grows to 20, 35 words, he still relies on some detail of each word, but eventually these fragmentary clues fail him and he is baffled.

The manual of the Link-Up reading scheme says: "We do not of course want to encourage the child to look at individual letters in words on the other hand, look-and-say is based on the Gestalt theory: a tree is a whole which we understand without analysing its parts. But the spoken word, tree, is a sound sequence, the written word a letter sequence. We apply the Gestalt theory to sequences at our peril. To read music, we do not in the first lesson look-and-play whole chords. We first learn notes, crotchets, sharps, and then interpret symbols left-to-right in structured, cumulative learning."

Number (7,016; 1,670) can only be understood as a sequence of digits. We only read from letters, all the letters and nothing but the letters. While I do not seek to ban pictures, "reading" which depends on pictures, "reading" context or guesses is not reading. Look-and-say expects children to "recognize", "know", "learn" words, a right-brain function. I teach children how to read, using the whole brain.

In 1945, the a, b, c was old-hat. Look-and-say promised instant reading. So wonderful is the brain and reading so simple that millions of children still managed to teach themselves. But millions of other children needed the letters, sounds, direction, letter-groups. For them, look-and-say was a non-event. Teacher dedication is no substitute for the a, b, c. Many children have one chance in a lifetime, getting it right first time. Once muddled, they may eventually learn to read, but it will be a chore.

Because pre-war phonics did not activate dyslexia (an inborn, latent potential to muddledness), it was considered rare. Look-and-say spread. Failure spread. Research into failure spread. A dyslexic who turned away from print was "seen" as not ready to read.

How can we blame teachers for not recognizing dyslexia? The Tizard Report made the word taboo. Educational psychologists reporting on children plainly and severely dyslexic avoided the word, keeping us in the dark. At least 7 per cent, probably more, are dyslexic, yet few teachers recognize it or realize the anguish of infants demoralized by early reading failure, the family turmoil. Untrained, perceptive parents are forcing experts to recognize dyslexia. The proponents of look-and-say had no idea they were unleashing such disaster.

How can we blame teachers trained to believe look-and-say was essential? Moreover, when failure was admitted, within-child scapegoats were blamed: low IQ, divorced parents, etc. We now have second or third generations of parents, teachers and lecturers who have never seen reading taught without look-and-say.

Introductory look-and-say turns too many children into educational cripples. Proof? Ten per cent of young adults cannot read a job ad. I believed a school free of look-and-say would have good results, and I found such a school. Moreover, that school with the same teachers, catchment area, materials, shed the usual failure rate - 40 per cent below par after two school years - by dropping look-and-say. Their median reading quotient now tops 113 compared with the county median of 103. Nobody ever proved look-and-say worked. If they had tried, the current failure rate and the high incidence of dyslexia would have emerged. Meticulous, objective monitoring of infants learning to read would tell us much.

World-wide, the establishment weathers protest from Daniels and Diack (1954), Rudolf Flesch (1955, 1981), Terman and Walcutt (1968), Stuart Froome (1970 and Bullock), Denis Stott and others. How do you dislodge received wisdom? One parent said: "The older teachers will say, 'I've been teaching for 30 years and...' We must reach young teachers." Now, 50,000 dyslexics have their problem activated every year in Britain. We cannot wait for look-and-say teachers to retire. We need national testing at age of seven, now, using an established test. Only a return to literacy will make education cost-effective, and change schooling from humiliation to success, with spin-off throughout society.

Infants need phonics, first, now. Mona McNeen is a retired remedial teacher.

Regular supply

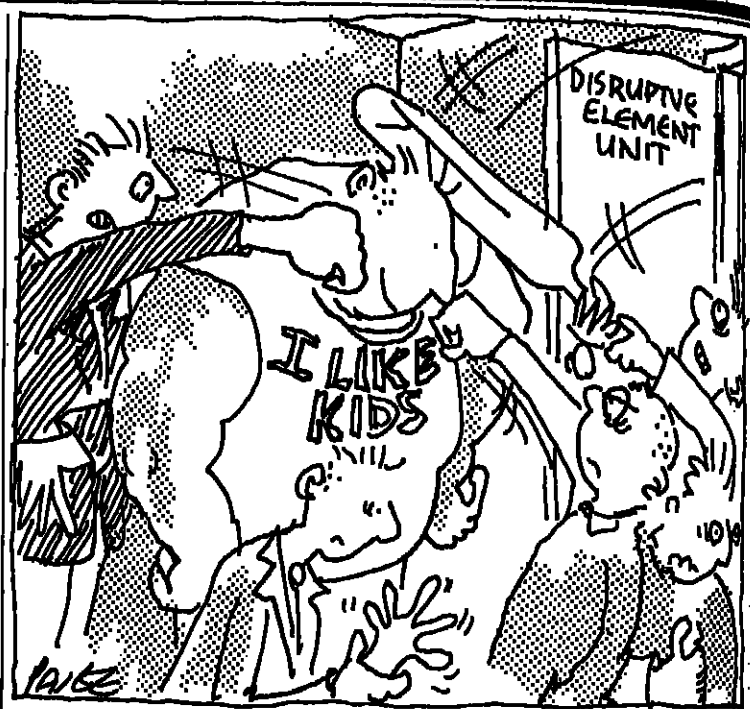
ANN WEDGEWOOD

As a supply teacher one is in a unique position to view the workings of the comprehensive system free from window dressing jargon, to see innumerable problems and flaws. The first of these is the inability of senior staff to admit that these problems might merit serious consideration. After all, to many of them those very changes provided a rung up the ladder of their personal careers. They spent their working lives implementing them and trying to make them work. The only evidence for their disillusion is the incidence of se... or staff at comprehensive schools who, having two wage earners in the family, send their children to private schooling.

The result is a *Through the Looking Glass* world of fact and fiction. Teaching manuals, colleges and schools with "trendy" headteachers hail the end of regimentation, repression and corporal punishment in education. Reason and enlightenment are their watchwords. Rely on their words alone and state education today is, apart from surviving pockets of reaction, a network of self-motivated scholars following meaningful and relevant courses, each reaching towards their full potential in a relaxed working atmosphere. Some 15 minutes eavesdropping in the staffroom will disperse such heady optimism.

Having learned the basic three Rs over the first seven to eight years of formal education, the bulk of the population has nothing more to learn from the formal education system as it now stands. Only those who enjoy the intellectual hoops and hurdles of an academic education really benefit from the classroom set-up. For the rest, it is a mere charade, a charade which the vast majority is surprisingly willing to endure. And a charade which the teaching profession has long since recognized, but until now has refused to acknowledge. It has been more acceptable to echo, instead, the educationists' cries of "heresy" at such a suggestion. Sound educational ideas abound, in little pockets here and there, but they will not bend to the structures of our present schools.

The teaching profession is, after all, drawn from mainly middle-class backgrounds, or from fairly stable homes. There is always a tendency, however unrealistic, to project one's own attitudes, hopes and fears on to a situation when planning for others. It is hardly a



surprise to find the "trendy" progressive abhors the use of corporal punishment and the effects of labelling on the less able.

The latter in practice provides a rare glimmer of amusement to a supply teacher moving from school to school. Staff, parents, governors and educationists may be momentarily confused by streams and sets differentiated by colour, or the use of alphabetical letters in reverse or random order. In this case, when in doubt, ask the pupils. They will not hesitate for one moment to give the rank order and their status within it.

More seriously, in the move to cater for the under-achiever with personal problems, a mass of guidance is offered to teachers, with counselling and support for pupils, at least in theory. The assumption is that the maladjustment is short term. Also, it is assumed by the theorists to apply to only one member of a class at any particular moment.

Here lies the downfall of orderly conduct in the trendy-infested comprehensive upper school where middle-class, concerned parents are not in an overwhelming majority.

The theory is, then, the occasional lapse of behaviour of the occasional pupil. The said pupil comes from a "normal" home, and has sufficient social, financial, emotional and psychological stability to respond to an understanding approach to his behavioural difficulties. The fact is that no amount of understanding in the brief encounters of subject teachers at upper schools with such pupils can hope to alleviate the massive problems

of a child from a financially, socially, emotionally and psychologically unstable home background. And there are a lot of such children. So many, in fact, that there are several in each class at any one time in many school catchment areas.

Such children are not only unable to respond to tolerant and understanding behaviour towards themselves. They find such a reaction towards misbehaviour of their similarly afflicted fellow classmates confusing and disconcerting. Given that they should be receiving education and not group therapy, the warning bells should have rung long ago. Far from being damaging, firm discipline can provide the security and stability which many youngsters lack from home. It would also provide them with the educational skills they will otherwise lack in the future.

This is not to suggest for one moment that corporal punishment has any place in education. It may be time, however, to consider the punishment that is ill-considered removal of children from school where pupils whose education is sacrificed daily to the whims of loud-mouthed exhibitionists.

It may be time for the teaching profession to seek a return to its task of providing an educational service to all according to their age, ability and aptitude. At present it is in danger of forcing concerned parents to seek schools in select areas, or outside the state system, leaving those most in need of a sound education to be driven to disruption by the progressive theorists.



battered 3ft x 2ft x 18 inch loudspeakers that someone gave to the school again, and I find myself filling "useful" boxes with the latest batch of anoraks, socks, pilsmolls, scarves and gloves that have been picked up around the school - and finding safe keeping places for another collection of contaminated water, pistols, catapults and joke false teeth.

Electronic noise-making with watches are the biggest nuisance. The last two (banned from the classroom) because of the "distraction" caused by the noise. I have banned them to my filing cabinet beneath a pile of bank bags. But every two seconds one gives off an alarm, and the other repeats the first two lines of "The Bluebell of Scotland".

I bet she wouldn't have things like that in her office.

Elizabeth West is a primary school secretary.

'I'm going to make this school the best...'



David Trithow, a Cornishman, took over Warden Park School in West Sussex in 1973. It was then a secondary modern, due to go comprehensive the following year and subsequently to more than double in size.

His rapid promotion to headship - just seven years after entering the teaching profession - seems extraordinary in the light of the more restricted opportunities open to young teachers today. After eight years in the Royal Navy, he had taken a two-year teacher training course; a qualification, he says, which seemed "designed to keep its recipients on the lower deck within the teaching profession". So he immediately then went to university for three years and from there obtained a scale 5 post in a London school, "promoted from the lowest possible scale to the highest in one move". Then he got a deputy headship followed rapidly by the headship of Warden Park.

His preparation for this consisted more of "reminders of the wrong way to manage people" and lessons in how schools fail to achieve their tasks than any positive training in managing a school. But his goal was clear and here he has been persuaded to recall how he set about achieving it.

As the newly appointed head of Warden Park, I remember walking into my first staff meeting and announcing: "I am going to make this the best school in the area. Help me if you want, but don't get in my way." Within a matter of weeks of joining the school, I had interviewed every member of staff, produced a five-year plan and a new staffing establishment. Within a single term, appointments had been made to every new and proposed post in the school. Almost every departmental head had been replaced and a pastoral care system had been installed where none existed before, replacing a situation which relied heavily on the previous head and deputy recollecting the name and face of every pupil.

When I took up the headship in April 1973, in a document presented to the local authority I wrote, "The greatest need at this school is for a pastoral care system, for even at present it has grown too large to leave to chance the exercising of a caring concern for the whole child. At present senior staff are being greatly over-stretched in an attempt to cover pastoral work satisfactorily." I wanted both the pastoral structure and a new academic structure in operation within three months of my arrival, with 12 months of "dry run" time to iron out any faults before we took our first comprehensive intake in September 1974. New heads of department were appointed to the art, English, history, languages, mathematics, music, boys physical education, remedial, religious education and science. Of these new departmental heads, only four had previous experience as head of department and the average age of the remainder was 27, with their average experience on appointment being less than five years. The disadvantage of inexperience in this important field of departmental headship, I felt, could be offset by constant encouragement, support and guidance from me.

I felt that I knew what I was doing in every facet of comprehensive reorganization: with hindsight I see this as the confidence of inexperience. I personally chaired meetings of departmental heads and of heads of house. I personally checked all record books, dictated how the timetable was to be written, watched every teacher in the school in action as often as possible, usually daily. In every aspect of school life I was willing to take my decision, back it with action and make it work. I felt that I could raise, single-handed if necessary, the tone and discipline of the school with the staff being invited to help if they felt they wanted.

I made no professional contribution to anything outside the school. All my energies and effort, thoughts and enthusiasms were ploughed into the creation of a new and better school.

In almost every major area of school organization, I made decisions and announced them as final. Setting the major aims, deciding on departments instead of faculties, insisting upon a full school uniform, selecting a pastoral care system. In pastoral care it seemed to me that there were only two systems: vertical, mixed age systems and horizontal, year group systems. Either could be effective. If we debated it as a staff it seemed likely that half of the staff would be alienated when their choice was not accepted by their new head. Instead, I made my choice for a vertical system. While that action might alienate everyone, at least that way I would encourage unity: staff would be united in the dislike of a new head.

There were some instances of my having to sell ideas to staff, such as mixed ability teaching in the first year. But, by and large, the area of freedom for staff to make a democratic decision was severely restricted and it was only in minor and clearly circumscribed areas where I had defined the limits that I would ask staff to make the final choice, usually between clearly distinguished alternatives: we have five ancillary posts remaining, should we appoint a dinner supervisor or a staff typist? I think I can objectively say that I took all the key and major decisions on the form, shape and ethos of the school at a very early stage.

Ten years later, that school now has a good reputation by any standards ten years later

and the school no longer depends on me but upon a team of mature dedicated and confident staff, who through delegation and participation share in every aspect of management. Ten years later and all associated with the school perpetuate with pride the ethos of our school.

Why was it that this dictatorial style seemed to suit the situation? How was it possible to be so low on relationships and so strong on task achievement? First, it was a time of great uncertainty, not only was there a change of headship, but the school was changing county boundaries from East Sussex to West Sussex, was changing from secondary modern to comprehensive, was undergoing building change, and was about to grow rapidly in pupil numbers. All in not much more than a calendar year. I felt that I could kill the uncertainty by good swift decisions. It was a time that was singularly inappropriate for committees, subcommittees and working parties. This was a time when "a good decision today is better than a perfect one tomorrow".

Another factor was the shortness of time. I wanted new school systems set up, new staff in post and a new ethos to be established before the next academic year. I wanted those systems tried and tested before going comprehensive. Like a ship heading for an iceberg - did it really matter whether we turned to port or starboard as long as we missed the iceberg? Debating could have led to a cold damp future.

Then there were my colleagues. The staff I inherited had worked by and large in this same small, happy secondary modern school for most of their teaching lives. Like most staffs they covered the whole range of quality: good, bad and indifferent. The shock of the change of organizational style was too much for many of them - a dozen left within the first few months. Some of these I was glad to see depart; the problem of retraining would have been too great for any school, let alone one in the throes of comprehensive reorganization. Some however, merely took the style of the change for the proposed style of the new settled school, and I regretted their leaving. It seemed clear to me that my newly acquired staff, much as I had expected, lacked experience of large comprehensive schools and lacked the objectivity which comes with arriving freshly on the scene.

The third set of factors relates to my own experiences. Possibly my time in the Royal Navy was a factor. There seemed to me to be so few debates on our frigate about where we should go next day that I willingly accepted that there are certain situations in which people expect to be told what to do. I suppose too, some personal characteristics contribute. By nature I am perfectly happy to let other people lead, except where things are going wrong or there is wasted effort or lack of a coherent plan. In such cases I naturally lead from the front. Frankly, it is possible, too, that I feared failure. If we followed a more democratic route. Believing in successful school experience for pupils equally as strongly as I believe in any system of education I saw the potential losers during the period of the "emergent" comprehensive as the children.

But do not mistake my intention. I am not advocating dictatorship. An insensitive, inflexible, mechanical style of management which persistently leads to teaching staff being told what to do and how to do it alienates the best and diminishes the stature of all. Participating, sharing, discussing, delegating are practices which lead to personal and professional growth. But no one should imagine that these styles suit every situation. There could be situations in schools throughout the country where teachers are justifiably frustrated while they wait for a firm decision from a head or deputy. There is no single right or wrong style of leadership. The problem for the leader is to make an accurate diagnosis and then select an appropriate style. If the new management training movement does nothing but help heads choose the appropriate style for each situation, it will still have a long-lasting, powerful and beneficial effect upon our schools.

They shall overcome

Howard Sharron looks at a controversial attempt to teach the physically handicapped greater control over their bodies

The Peto method of *conductive education* treats severe physical handicaps as educational rather than medical problems. In contrast to much of the therapy work done with physically handicapped children in Britain, conductive education eschews all notions of teaching children to cope with their disabilities through gadgets and props. It concentrates instead on teaching children to gradually recover the mental control over their limbs that their particular affliction has disrupted.

Three Crowns School for physically handicapped and delicate children in Walsall is one of the eight schools using CE in the Midlands. Johnny Doren is a sociable 13-year-old. When he was two-years-old a road accident caused extensive brain damage, drastically reducing his control over all his limbs. He was confined to a wheelchair, and rendered dumb, the slightest effort was enough to produce a fit. Six months after starting at Three Crowns he began to talk and now two years later, he can walk with a frame.

Pippa Bellis on the other hand was diagnosed when a baby as having ataxoid cerebral palsy, an extreme form of spasticity. For most of her childhood she was restricted to thrashing around her arms and legs until she accidentally hit upon the object she wanted to touch. Once she started at Three Crowns her mother, Mrs Sharon Bellis, noticed her verbally commanding her limbs to act in a way she desired. Her concentration and control over her body has progressed to the point where she can now go horse-riding and maintain herself upright without any assistance.

Although not new to Britain - conductive education was first brought over from Hungary 10 years ago by the Spastics Society's consultant physiotherapist Esther Cotten - it has met with considerable resistance, challenging as it does the status quo in special education.

The method was developed in the impoverished post-war society of Hungary by Professor Andreas Peto. In the absence of the usual - and expensive - therapeutic services, conductive education seemed to offer an effective alternative. It soon became recognized in Hungary as the official state-authorized treatment of severely physically handicapped children.

At the core of the Peto method is the belief that medical diagnoses, or the crude tests of a child's manifest intelligence, should not inhibit in any way the acquisition of the social skills which a badly disabled child needs to live a relatively normal life. The foundation for this belief is contained in the works of the Russian scientist Pavlov, and psychologists Luria and Vygotsky, who laid much greater emphasis than their western counterparts on the social acquisition of physical behaviour - including the smallest physical actions.

If the physical responses we take to be "natural" or genetic are really learned by a child through social interaction with peers, parents and other adults, there was no reason, Peto thought, why handicapped children could not be consciously taught these conditioned reflexes through a series of painstakingly practised tasks, building up to the skills normal children took for granted.

Language plays a critical role in the method. Pippa Bellis verbally commands herself to act in a particular way because she has been taught that vocalizing her movements can aid her control of her limbs. This is in line with the emphasis Soviet psychologists placed on speech as a stimulus to motor development, and the learning of the complete series of movements which comprise an ordinary skill.

This part of the method is called *ritualized intention*. Jane Titchener, the "conductor" of the class insists that Pippa and the other children of the group rhythmically pronounce phrases such as "stretch my arm" as they undertake the action. The intention to act, recognized in the spoken phrase, operates as a powerful intellectual motivation and prepares the brain in a conscious way to carry out the absent reflexes. Eventually, it is thought, the verbal commands are internalized and the movements become automatic.

The role of the conductor is one of the more controversial aspects of the method: performing as he or she does the functions of the various professions which normally play a part in the care of a handicapped child. With conductive education the conductor must be a classroom teacher, physiotherapist, speech therapist, and occupational therapist, since she has been at Three Crowns School and in my mind it is down to conductive education. But the method is that much more powerful the earlier you start to train the children. If Pippa had been treated at a much earlier age, when she was a small child, she could have progressed much further.



she is able to form a complete picture of the child's physical and psychological development; the child's symptoms are not treated in isolation; children are not subjected to series of short whose training may differ; and the child is saved from being "spoilt" into passivity by being the subject of too much attention, by too many adults.

Peto, in fact, rejects out of hand the individual specialized therapy which underpins the treatment and education of most physically handicapped children in Britain. As far as conductive education is concerned the more children with similar handicaps who are taught together the better. In Hungary that means "collective upbringing", a system where large numbers of children are required to live and work intensively together over a period of at least three years.

The aim is to make the children more ambitious through watching their peers progress in the achievement of simple and repetitive tasks which lead towards the accomplishment of complete skills. This form of "socialist competition" is seen as the only way of motivating a handicapped child to carry out the immense workload which is expected of him.

Jane Titchener, a trained physiotherapist, says she has never seen before the type of commitment which she has won from children in Peto groups. "Children who sit completely inert in the classroom with blank looks in their eyes come alive when they join the group. They are expected to work much harder, but they enjoy it and look forward to it. The progress they can make in three months of conductive education is worth years of conventional treatment."

She dismisses criticisms of conductive education as being "too militaristic". "What people are really saying when they complain of militarism is that they find it hard to accept a rigorous and disciplined programme of group-work is more effective than individualized treatment."

"But children, whether they are handicapped or not, like to work together, need discipline, need to compete and to take their bearings from other children in similar circumstances, not from normal adults."

The success Jane Titchener has witnessed at Three Crowns School has also been recorded at seven other Midlands schools which are employing conductive education. The results emerging from a conference held in the Midlands last year suggested that, if anything, the effectiveness and applicability of Peto's methods to a wide range of disabilities has been underestimated. But the conference also raised some questions about conductive education. In some of the schools, for example, children with mental handicaps were involved in the programmes with good results. In Hungary these children, because of their limited linguistic ability, would not have qualified for training and it remains unknown why or how such children benefited here.

There is also very little known about what happens in Hungary to the children after they finish their first three-year stint at the Peto Institute in Budapest, and how they are then integrated into the state-school system. Nor is there much knowledge about the current state of practice and research in Hungary. There are some indications that they have succeeded in training spina bifida children to become continent. If true this could be a major breakthrough.

A new project to be established shortly in Birmingham and seeking to mirror exactly the conditions for training children used with Peto programmes in Hungary, could provide answers for some of the questions. It is the brainchild of Andrew Sutton, the Birmingham psychologist who has done much to promote conductive education in the Midlands.

"The measured results we have achieved in the Midlands are very significant, in fact they are remarkable," he says. "But there is nowhere in Britain where conductive education is practised with the same rigour as in Hungary. We may only be touching the surface of what is possible. If the Hungarians are making spastic children walk and spina bifida continent, our continued failure to carry out a proper scientific assessment of the method would amount to nothing less than criminal negligence."

These sentiments are echoed by Sharon Bellis but with an extra, bitter edge. "Pippa has come on wonderfully since she has been at Three Crowns School and in my mind it is down to conductive education. But the method is that much more powerful the earlier you start to train the children. If Pippa had been treated at a much earlier age, when she was a small child, she could have progressed much further."

A cut above?

Objections to dissection should not be allowed to put pupils off biology argues Roger Lock

The past 18 months have seen a well-orchestrated lobby of the national press by the animal welfare movement, coupled with more specific lobbying in the educational press against dissection and other uses of animals in schools. The overt concern has been the role of dissection in school biology courses and its alleged effect on children's respect for animals.

The minds of young persons are open and malleable but currently they receive mainly a poorly supported case against dissection without any balancing case in favour of the practice. Biology teachers generally seem reluctant to come out in support of dissection and both the Association for Science Education and the Institute of Biology have yet to respond publicly on the issue. The reason is partly fear, partly advised caution. Schools and their animal houses (if indeed the animals are kept in a special room) are easy prey for the militant animal rights activists who find increasing security a deterrent to attacks on industrial and research laboratories.

Two basic principles relate to dissection in schools. The first is that pupils should be allowed to make up their own minds on the issue. They should be faced with balanced information for and against dissection and then permitted to decide how willing they are to allow animals to be killed, and if so, for what purposes. The second principle is that objection to dissection on moral grounds should not be a reason for discouraging pupils from following a biology course. There are many important reasons why pupils should study biology and an objection to dissection should not be allowed to influence their choice of subject.

To date only one course, the ILEA Advanced Biology Alternative Learning (ABAL) project, puts a range of views on the use of animals to A level students. This is done with two articles taken from the scientific press and followed by a series of questions which encourage pupils to establish their own views, in keeping with the modern approach to science teaching where social and applied aspects of the subject are considered and discussion skills developed.

Courses do exist where A level students who object to dissection on moral grounds are not penalized, though such a course may not be available in every institution. It seems reasonable to suggest therefore that the concepts gained from dissection can be developed and understood in a

less satisfactory manner using other techniques and resources like prepared specimens, models, films and video tapes. Similarly, if manipulative skills are to be assessed then there are a variety of ways of doing that which do not involve the dissection of animals or indeed dissection at all.

The meaning of the term dissection may seem straightforward, but this is an area where the animal rights movement itself is less than clear. The term dissection is applied to the cutting up of dead animal or plant matter. It sometimes, however, seems convenient to animal welfare groups to blur the distinction between dissection and vivisection, the cutting up of living organisms.

There seems to be a similar uncertainty over the use of the word animal. To many pupils and the general public the term animal often wrongly means a mammal other than ourselves. Birds, reptiles, fish, spiders and other invertebrates are frequently not considered to be animals, so that dissection of animals in school evokes a vision of cutting up warm blooded vertebrate pets.

A third confusion relates to who actually carries out the dissection. Pupils rarely dissect animals until the sixth form though teachers may do so for demonstration purposes in the lower school or pupils may occasionally dissect the mouthparts of an insect or organs like the eyes and hearts of sheep or cattle obtained from abattoirs.

Many exam boards have moved away from the study of botany and zoology towards a more unified approach to the subject of biology. Other changes have led to less prominence being given to morphology and anatomy. This has contributed to a decrease in dissection to the point where it is now infrequent for candidates to be asked to dissect the earthworm, dogfish, frog and rat of the traditional syllabus. The days of developing specific dissection skills are numbered and use of repetitive dissections to enhance these skills for the purpose of a practical examination would now receive little support. The minority of exam boards which still encourage such dissection should be required to justify their position.

Some dissection is desirable, but not essential, for candidates of A level biology. Pupils who object to dissection should be able to complete the course without any penalty as they can up to O level. Teachers should respect the pupil's right to refuse to dissect and should not put undue



pressure on a child who objects. Indeed, teachers should be prepared to support such a pupil's right to refuse in the face of pressure from the rest of the class.

The reasons why dissection is desirable have changed little since the Royal Society and Institute of Biology report on the dissection of animals in schools in 1975. There is a broad consensus among science teachers of the value of inquiry-based learning. Learning is made more effective by doing, and active first hand investigation of phenomena cannot be satisfactorily replaced by surrogate techniques.

A central theme in biology is the relationship between structure and function. Dissection can lead to an understanding of structure such as cannot be achieved using preserved or prepared specimens or plastic models. A first hand opportunity is also given to develop an appreciation of the variety of tissues, their intricacy and delicacy. No amount of films or photographs can get these concepts across. Dissection is also valuable in developing other more general skills such as observation and recording, problem solving and decision making. Of course this is not the only way in which such skills can be developed but dissection does have a role to play.

Through dissection pupils can derive an understanding of the complexity of other organisms which would be difficult to achieve in other ways. To realize that cockroaches have a gut, a heart, a

brain and reproductive organs can generate and enhance the respect that pupils have for other animals. It is on just such a point that the contrast with the animal welfare movement view is most clear. They claim that dissection desensitizes children to the welfare and rights of animals. Most teachers of biology will have experienced the contempt that children often have for other animals; the morbid interest in crushing flies, destroying maggots and spiders, the banging on the side of tanks to get fish or amphibians and reptiles to respond. Biology teachers enhance respect for all living things through improving children's awareness of animal needs and rights in a wider context.

There is, in my view, a good case for the inclusion of dissection in school biology courses, but there is a pressing need for more in-service training in this area. Pressure on teachers' time and the reduction of technical support services can make it difficult for schools to keep animals in humane conditions; an area in which local authorities have a clear responsibility.

We also need to consider better and more acceptable alternatives. The locust is an under-used resource particularly in relation to investigations of nerve, muscle and heart physiology. Such an invertebrate source is superior in performance, durability and ease of preparation to the frog. There is considerable potential, as yet largely unexplored, in other invertebrates, notably the crustaceans. Then there are many species of fish which might prove more acceptable for dissection and indeed they would frequently be less expensive than mammals.

Dissection needs to be considered in the broader context of the other circumstances in which the killing of animals is supported: for food and clothing; to control their populations; to protect ourselves from infection; for sport; and for medical and research purposes. Is it more acceptable to dissect pests like rats than pets like gerbils? Does the popularity of angling mean it would be more acceptable to dissect fish than mammals?

The need to investigate some mammalian materials on the grounds that they are a close model of ourselves is a strong one. Here we have yet to fully explore the potential of abattoir materials and surrogate methods such as models, films, videotapes and other audio visual aids.

But even when the awareness and sensitivity of biology teachers has been improved, I suspect the inconsistencies of the animal welfare movement will still be evident. Some will object to the use of abattoir materials while others will happily condone the use of locusts. This makes nonsense of the claim that reverence should be taught for all species, not just for man.

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The ayes have had it

Hugh David investigates the society for saying no

The Responsible Society was established in 1971 as a direct reaction to a decade in which it seemed no one had been very responsible at all. Remember flower power, remember free love and Mr Harold Macmillan's puzzled, despairing Commons' statement, "I do not move among young people fairly widely?"

"In the Sixties," says Mrs Valerie Riches, the society's honorary secretary, "our founder, Dr S E Ellison was seeing in his surgery the fruits of what was then called the Permissive Society. Being a man of some vision, this worried him."

Mrs Riches was seeing things at first hand too. "At that time I was a medical social worker at a London teaching hospital dealing with unmarried mothers and trying to bring up my own adolescent children." But then she saw the light. "What the Responsible Society was trying to do was more important than one's own somewhat puny efforts trying to help girls in distress."

Twelve years on that is still the case; the Responsible Society exists at one remove from the problems it affects to deal with. A third of its members are still doctors, teachers or social workers. It still has a strong medical emphasis in its work, but its undoubted energies are directed in other directions. Mrs Riches sums up its aims: "We believe in the basic unit of the family as the best environment to bring up children."

The society's honorary secretary is a persuasive talker and an indefatigable correspondent. As plain Valerie Riches she has contributed material to the *Specialist*. Her letters pepper the columns of *The Times*, *The Daily Telegraph* - even, on occasions *The TES*. Other, more substantial communications find their way on to the desks of Whitehall mandarins and Westminster politicians.

But although her conversation is reasonable, calm and almost cosy, these public utterances and those of the society bristle with right-wing alarm.

There is "a grand conspiracy to exploit the young commercially and to corrupt family life", Mrs Riches announced to the nation in 1980. In an interview in the short-lived *Now!* magazine - published only months after the unmasking of the late Anthony Blunt as the "Fourth Man" in the Burgess, Maclean and Philby spy network - she revealed the details of this latest attack on the very fabric of life-as-we-know-it.

The threat from within, she said, was "absolutely devilish". There was a sinister network "promoting sexuality - and the teenage market, of course, is the new market for contraception - as well as the ideology that goes with it. I don't really know what it is. Communism, humanism, world domination, I don't know. But I do know it's happening."

The society's researches had established a complicated web of financial and personnel ties linking more than 36 separate organizations. Yes, it was prepared to name names. The list included: the Department of Health and Social Security, London Rubber Industries, the Communist Party of Great Britain, the Department of Education and Science, the Family Planning Association, the National Council for Civil Liberties, the Centre for Population Studies, the British Humanist Association, the Campaign for Homosexual Equality and the Ministry of Overseas Development.

As conspiracy theories go this still takes some beating, but Mrs Riches remains adamant. Things have got no better, she believes. Quite the reverse. The recent High Court judgment in the

Victoria Gilling case filled her with gloom. "Parents must reassert themselves", she says, conjuring up a picture of a world in which their concept of "chastity before and fidelity after marriage" is daily being trampled underfoot by a multi-national army of rubber salesmen bent on world domination.

Much the same set of images occur in the society's publications. A favourite is that of teachers or family planners "dangling contraceptives" in front of classes. The society's newsletter, the *Bulletin*, appears three times a year. According to its masthead it contains "information and news about the commercial and ideological exploitation of sex as it affects the well-being of the young, the family and parental responsibilities".

● August 1980: "Dr Christopher admitted that she was criticized for 'having condoms' in front of children in school. She said parents didn't know 'the right words to use and then proceeded to use four-letter ones... Is this the 'suitable' sex education the FPA (the Family Planning Association) have in mind for the children of this country?"

● Summer 1983: "The girls were told (by a family planning doctor visiting their school) that there was no need to worry about herpes or VD. They were not important. One girl asked whether she should come to the family planning clinic with her boyfriend and was told 'That would be ideal'. A selection of rubber goods was handed round by assistants. At no point were the dangers of promiscuity touched upon."

The tone of a pamphlet *Saying 'No' Isn't Easy* is, if anything, even more alarmist. The pamphlet for teenagers (single copies 5p, reductions for bulk orders) is produced by Youth Concerned,

the society's young people's branch. It looks and reads like the tracts given out by fringe Christian groups in suburban high streets.

"Suddenly there's lots of pressure on you", it shouts, "advertisements for free contraceptives, offers of abortion 'advice', posters telling you that you might be 'gay'... Lots of people have an interest in making you have sex. Contraceptives, for instance, are big business. That friendly hand-out telling you where to go for free advice is doing somebody's advertising for them... Don't be fooled. It's almost never a biological condition. It's a matter of conditioning. Nobody has to be gay... Sex is only really fulfilling when it's part of the total commitment of marriage... People are going to try it on, Don't be exploited. Affirm your own identity by saying 'no'. Do what you know is right."

Saying "no" seems to be what the Responsible Society is all about. No to direct sex education in schools; no to juvenile contraception; no to pornography ("the multi-million pound trade in visual aphrodisiacs"); no even to pop music ("aptly described as an 'aural drug'"); and no, a condescending and old-fashioned no to homosexuality. The ayes have seemingly had it.

Obeying its own precepts at least, the society seems to be locked into a vicious circle of its own devising in which it can only affirm its own identity by saying no. Professing no political or ideological affiliation - stressing, indeed, that it wants none - it has the character of a timid bulldog. Even a cursory reading of its publications, a passing glance at its public pronouncements, leaves one with the impression that it is only saying a fraction of what it really thinks.

A reference in a back number of the *Bulletin* to the Family Planning Association's targets for 1986, "which parents would be well-advised to counter at local level" hints at its choked-back right-wing fury.

Mrs Riches talks of the society's "always trying to promote loving concepts" but that lies in wait for its belief in a communist-humanist plot for world domination - and with an unintentional hollow irony, hark back to those dear, dead Sixties.

"A classic is a classic," writes Ezra Pound in his *ABC of Reading*, "not because it conforms to certain structural rules, or fits certain definitions (of which its author had quite probably never heard). It is a classic because of a certain eternal and irrepressible freshness."

A children's classic, one is tempted to say, at least in school, is a book of which the last English teacher but one bought too many copies.

In publishing terms, it is a book by a famous author who is out of copyright.

Children will read anything, and what they take from their reading cannot be measured or predicted. But from the books in the stock room, the remains of the famous dead, and this year's brand-new offerings, the books one would be sorriest for them to miss are those which, by giving equal weight to the adult and the child in the author's mind, turn recollection into making new. Mrs Molesworth advised children's writers to "recall and dwell much upon... remembrances of one's own childhood, not merely of surroundings and events, but of one's own inner childhood life, one's way of looking at things, one's queer perplexities and little suspected intensities of feeling". The outlet in childhood for those perplexities and intensities is make-believe; the fusion in the best children's books of the carefree assurances of childhood invention and the careful uncertainties of adult creation makes a literature uniquely potent, because it recognizes, as no other art quite can, the reality of fantasy. It is a literature at the point of balance between infinite possibility and cramping probability. Its marriage of the child's hunger for story and the adult's wariness of it is complete in the work of Stevenson, whose complex narrative stance surrounds an unsophisticated, eager, childish narrative impulse with adult hesitations. He speaks both to the child and to the adult the child is to become; to the adult, and to the child he was.

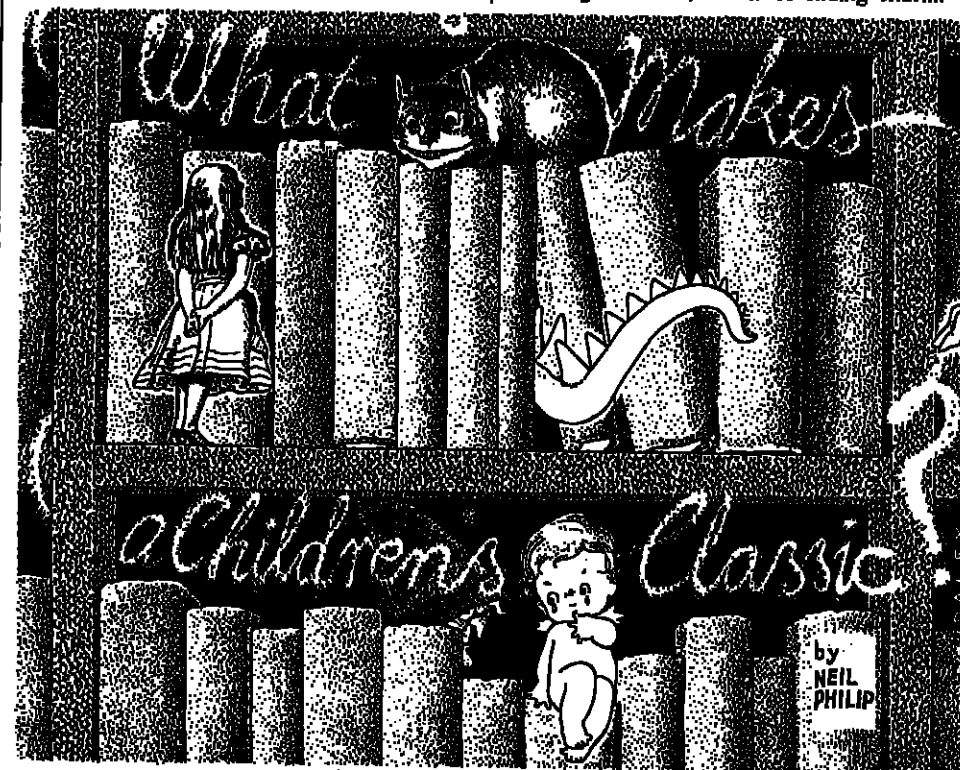
Many popular children's books are consciously limited and directed to the level of the child's make-believe; many unpopular ones never touch it. It is the incorporation of make-believe in an adult vision which gives the books of Stevenson, Twain and Mrs Burnett the eternal contemporaneity which keeps them fresh and absorbing when both the books that pander to children's instinct to cheat themselves with invention and those that ignore it are forgotten or discarded. Whatever their flaws of construction or execution, the true classics among the 20 so far published as "Puffin Classics" are all intent upon play. They understand the profound truth expressed by Stevenson in his essay "Child's Play": that, "In the child's dim world of sensation, play is all in all. 'Making believe' is the gist of his whole life".

The weaker books sentimentally or callously indulge their audience's fantasies. Though play—the "just being glad" game—is central to *Pollyanna*, a future Puffin Classic, its spurious wish-fulfillment debilitates rather than energizes. Susan Coolidge's exhilarating *What Katy Did* (85p) has a similar skeleton to *Pollyanna*, but clothes it in sinew not in fat. The first half of the book, up to Katy's accident, is as sharp and as accurate about children's play as Twain; and as perceptive about family life as Alcott. The scene in chapter two in which the children "play we're grown up... and tell what we mean to do", is a key one. Katy's description of herself grown up is "good... only not so good as you, Cecy" moves on, unlike Cecy's ideal of womanhood, from "what I'd like to be" to "what I mean to do". There is no Graceland fiddle-faddle about "man does, woman is" for her: her head is full of schemes. Whatever she does, "it shall be something"; it shall get her name in the papers! The other children react as follows:

"Oh Katy! how beautiful it will be! said Clover, clasping her hands. Clover believed in Katy as she did in the Bible. 'I don't believe the newspapers would be so silly as to print things about you, Katy Carr,' put in Blate vindictively. 'Vindictively?' Barrie uses the same word of Peter Pan; it is a hint of true steel. When Katy falls from her swing, all the spirit is knocked out of her, and out of the book: the steady temper is gone, but by then the reader is hooked. Susan Coolidge made the mistake of a sequel; follow-ups rarely have that 'eternal and irrepressible freshness'. Louisa May Alcott knew as much, but her finances and her fans combined to keep her thinking the same grand over again. Though Isaac Mead recollected of his falling days, 'A man giving fifty or sixty blows where only one or two are necessary... is as it were, beating air'. Puffin have followed *Little Women* (85p) with *Good Whores* (85p), *Little Men* (81.50) and *Little Women* (81.50). *Little Women*, based on the 'quiver plays and experiences' of the author's own childhood, still has that marvellous ability to make the reader in the March family. Perhaps the most interesting thing in the follow-up is the

Franklin, in its presentation of the "brilliant career" of a heroine who says "I love my liberty too well to be in any hurry to give it up for any mortal man". Though Jo does yield in the end to the father-figure Mr Bhaer, I suspect her spirited stand makes more imprint than Meg's submission, "docile" to her "masterful" husband, to the contention that "a woman's happiest kingdom is her home".

The only sort of sequel which does outstrip the original is the sort that compensates for an earlier loss of nerve. As Peter Coveney puts it in his brilliant introduction to the Penguin English Library edition of *The Adventures of Huckleberry Finn*: "One might say that Mark Twain came to write *Huckleberry Finn* twice; and that the first time he failed and wrote *Tom Sawyer* instead." The books set out to chart the process by which make-believe loses its effective potency. *Tom Sawyer* (90p) is so entranced by play that it can't let go; in *Huckleberry Finn* (95p), though, Tom's pretend-games are decisively rejected: Huck



says, 'I think he believed in the A-rabs and the elephants, but as for me I think different'. So this time when Huck is hiding out on Jackson's Island, listening to the guns firing over the water to reveal his body, there is no going back. He is no longer playing. When Tom keeps Jim artificially prisoner at Phelps's Farm, scotching Huck's simple escape plans with, 'I should hope we can find a way that's a little more complicated than that, Huck Finn', he is literally living in another world. Huck has seen childish play taken to its grotesque extreme in adult life by the 'Duke' and the 'King'; his own gulling of Jim has earned the eloquent rebuke, adult to adult, 'Dat truck dah is trash; en trash is what people is dat puts dirt on de head or dey fien's en makes 'em shamed'. *Huckleberry Finn* stands alone among children's novels in both recognizing the great imaginative good of play and demonstrating its cruel inability to sustain us in the real world.

Tom Sawyer is more easily in the grasp of most children; *Huckleberry Finn*, when grasped, is more difficult to let go. The most refreshing thing about both remains their rejection of didacticism, of the need to take a subject and "squirm it into some aspect or other that the moral and religious mind could contemplate with edification". As the preliminary "notice" to *Huckleberry Finn* puts it, "Persons attempting to find a moral in this narrative will be banished". Twain's irony, when the final victory of Huck's "sound heart" over his "deformed conscience" is signalled with the words "All right then, I'll go to hell", is more telling than any conventional moral lesson; more so, certainly than any fiction could be which, to point the evils of slavery, distorted the social truth of the time, and evaded the word "nigger".

Words are Twain's symbolic currency; one can almost bite them to see if they ring true or false. The deployment of dialect in *Huckleberry Finn* (a note warns readers not to "suppose that all these characters were trying to talk alike and not succeeding") orders the reader's moral reaction. So, too, in Frances Hodgson Burnett's *The Secret Garden* (95p) it is when Mary first intuits the "brood of yaks" that she feels "quite proud of herself". The latent dialect shapes and expresses unspoken insights. Their burden is made clear in the passages on play in Frances Hodgson Burnett's childhood autobiography *The One I Love* (85p). "The best of all," nature is very good "sometimes" to little children. "The tone adds: as sentimentally there is nothing—have perhaps the idealized figure of Dickens—easy about *The Secret Garden*, its almost idyllic picture of

clear-eyed observation. From her first introduction as 'a little thin face and a little thin body, thin light hair and a sour expression,' Mary is and remains entirely convincing. The verbal darning of that thrice-repeated 'thin' is typical of the poised confidence of Frances Hodgson Burnett's prose.

If ever a book had a moral intention on the reader, that book is *Black Beauty* (95p); but there is nothing in it to justify Twain's slipshod expressive verb "squirm". Philippa Pearce recently called it "a triumph of a book", because she grew up thinking the use of the bearing rein on carriage horses a burning issue. No doubt many children today still believe it is, for Anna Sewall makes the problem real, personal and urgent. The very sobriety of her prose adds force to her passionate, uncomplicated belief that "with cruelty and oppression it is everybody's business to interfere". The idea of an animal's autobiography to carry the message was brilliant in its simplicity; none of the book's many imitations have equalled its straightforward, uncondescending charm.



Jack London's *The Call of the Wild* (85p) offers a radically different view of animal and man: more brutal, but also more romantic, resting on grand concepts of racial consciousness which anthropomorphize Buck as fully as *Black Beauty*. Again, the basic idea exerts a strong pull: a creature "jerked from the heart of civilization and flung into the heart of things primordial". London's prose has a curt power; but children informed by Anna Sewall's compassion may find in London's exultation at a dog "ripping the throat wide open till the rent jugular spouted a fountain of blood" a reason to distrust hyperbole.

Rider Haggard's *King Solomon's Mines* (81.10) — described in the Puffin blurb as "a full-blooded adventure story" — also plays at times on its readers' crueller instincts. There is no doubt that the sensuous sweep of the story can still hold the "big and little boys" to whom it is dedicated. Many may recall, though, at the casual violence, and at the assumptions — particularly about women and non-whites — which propel the narrative. *King Solomon's Mines* is a book of its time; appropriating Africa as the setting for a far-fetched romance, it inevitably reflects the blinkered outlook of the day. But it is important not to equate Haggard with his narrator, Quartermain. Though he will "scratch the word 'nigger' out, for I don't like it", adds a reflex qualification to all praise of "natives". When Umbope, the Kikuanas' rightful king, tells Sir Henry, "We are men, you and I", Quartermain thinks him "an impudent fellow"; it is not clear that Haggard concurs. Rarely does the book's terminology justify an offensive drawing such as that which illustrates the "we are men" scene. And though Umbope is nominally a servant linguistically he is master; he knows English; but will not speak it, forcing Quartermain to act as interpreter. His parting speech is interesting: "I will see no traders with their guns and rum. My people shall fight with the spear, and drink water, like their forefathers before them. I will have no praying-men to put fear of death into men's hearts; to stir them up against the king, and make a path for the white men who follow to run on." This is only another sort of call of the wild, romanticized, but at least it leaves the reader wondering how the story would have shaped if narrated by Umbope.

Conan Doyle's South American adventure *The Lost World* (95p), with its emphasis on the "marvellous" and "wonderful" and its happy exposure of genocide and enslavement as weapons of social control, accommodates no such divergent viewpoint. It is the tale of the wild, and it is, like *Black Beauty*, a good deal of fun and very good reading. But it is a book which every

thing is carefully ordered to sustain not upset "civilized" prejudices. The negro servant Zombo is of course "as faithful as a dog"; human life has a value variable according to race. Journalist Ed Malone, the narrator, sees his story as "destined to immortality as a classic of true adventure", but there is little in Conan Doyle's farrago to hold the imagination, save the lost world itself: an exotic secret garden. J Meade Falkner's atmospheric and action-packed smuggling yarn *Mountain* (95p) stirs a less feeble excitement and brings it to a more caring and careful resolution.

For Ed Malone the ideal woman is a catalogue of weaknesses: "the bent head, the averted eye, the faltering voice, the wincing figure". E Nesbit's *The Railway Children* (95p) offers at one point, as "scientific facts", a similar picture of women as, in Peter's words, "poor, soft, weak, frightened things like rabbits". It is a curious scene in a book which outwardly celebrates female resource, as the children's mother knuckles down to earning a living in the absence of her husband. It is an indication of the book's own inner softness, of the fact that the family has only, in Mother's words, "got to play at being poor for a bit". Perhaps the most telling exchange concerns the children's plans for Perks, his "kids" and his "missus". "You mean his wife and children," said Mother. "Yes," said Phyllis, "it's the same thing, isn't it?" Neither Mother nor E Nesbit faces up to the implications of that question, and that evasion is a fatal weakening of the book.

The Railway Children is far from the pasteurized piety of *Heidi* (95p), but it is too safe, too comfortable. It takes the edge out of make-believe, by refusing to subject the adult characters or the adult situations to adult rules, just as the haphazard whimsy of L Frank Baum's *The Wizard of Oz* (85p) placates rather than extends childish fantasies. Both *The Wizard of Oz* and *Heidi* are classics by repute rather than desert. The classic label seems premature, too, on Hardy's brief *Our Exploits at West Poole* (95p): a pleasant enough story of water-diverting shenanigans in the Mendips, but scarcely a work of much stature; it is Hardy's name rather than the story's quality which has secured its place on the list.

Two of the three historical novels so far reprinted will surely bore most contemporary readers to tears: yet both will survive, through the seductive pull of their central ideas. They are Twain's *The Prince and the Pauper* (£1.25; slightly abridged), in which the two lookalike children of the title change places, and Marryat's *The Children of the New Forest* (£1.50), in which the lure of fending for oneself in the forest is used to ensnare the reader in a dramatic story of England in the Civil War. The stories will survive, but they are sabotaged in book form by unwieldy prose and unlikely dialogue. When Twain's prince exclaims: "If that I could but clothe me in raiment like to thine, and strip my feet, and revel in the mud, just once, with none to rebuke me or forbid, meseemeth I could forego the crown!", one feels Marryat's Edward should be there to answer him, "Your intelligence has so astounded me that I can listen to nothing else till I have had a little while to commune with myself and subdue my feelings".

The lean muscularity of Stevenson's prose in *Kidnapped* (£1.10) is a joy after Twain and Marryat's verbal arthritis. It is not so much the story as the characters, not so much the tale as the telling, that makes *Kidnapped* such a magnificent book. David is a subtly disorienting lens through which we apprehend events: it is Alan Breck who involves the reader in the story which David is relating. And Alan Breck, as M Barrie realized, "is the biggest child of them all". Alan cries "am I no bonny fighter?" In the very tones of Barrie's Tommy asking "Am I not a wonder?", of Peter Pan when he crows.

When 17-year-old Nicky in T H White's story "The Man" seeks refuge from his emotions in a book by Ruby M Ayres, "He wanted to slump in a chair and read himself away, into a less real world". Some of the Puffin classics — for instance *King Solomon's Mines* and, I would say, *The Railway Children* — offer this kind of escape, purified in these cases by Haggard's vigorous "plain language" and Nesbit's understanding of the pleasures of conspiracy. But the best of them — *Kidnapped*, *Huckleberry Finn* and *Tom Sawyer*, *The Secret Garden*, *What Katy Did* — offer the opposite experience: entrance into a more real world, one from which the reader emerges enriched and strengthened. "The quality and intensity of the writers' imaginative involvement with their creations equals and parallels the explosive energy harnessed in their readers' games of make-believe."

The number of true children's classics is very small, for the quick sympathy with children's thinking and experience shown by Twain, Burnett, Stevenson and Barrie, and by Mayne and Pearce in our own day, is rare and impossible to fake. Twain writes of *Tom Sawyer*: "He was not the model boy of the village. He knew the model boy very well, though, and loathed him." There are the authentic voices of, and an authentic voice for, childhood.

Building an opera from scratch

Rupert Christiansen reports from New York on the Met's education programme and, below, on more modest plans in London

New York's Metropolitan Opera, the centre-piece of Lincoln Centre, is a glamorous and expensive institution. This year it celebrates its "centennial" with massive press coverage, a flood of exhibitions, and a gala for which a single seat can cost as much as \$2,500. But the Met (as it is affectionately known) has a somewhat larger conscience than one might initially suppose, and one of its most solidly impressive achievements is its education programme, run under the auspices of the Metropolitan Opera Guild, a society responsible for many of the functions peripheral to performance.

Jo Ann Forman, a dark and vivacious exile from Seattle, is Education Director. She has been in the job for four years and has brought a lot of new ideas and emphases with her. One of them is what she calls "outreach" — "We have to go out to where we might be needed. It's no good sitting here waiting." Another is her determination that her department does not simply become a sort of indirect marketing operation, a way of filling empty seats. "I take 'education' in the broadest sense, as something continuous that everyone can benefit from at any time in their lives. We are not just here for schoolchildren who've never heard of opera and whose teachers feel they ought to drag them along to see *La Bohème* or something. We run series of adult evening lectures outside Lincoln Centre for both beginners and experts, and we have developed facilities in the opera house for the blind and partially deaf. Recently we've begun in-service teacher training courses, which I see as very important. The demands on the time of our small staff have become impossible."

Opera is of course a complex and rarified art form, beset by some unlovable stereotypes. Even to those familiar with "half-way" works such as those of Gilbert and Sullivan or Andrew Lloyd Webber, the conventions of opera can still seem inexplicably ridiculous. Jo Ann Forman refuses to be daunted by anyone's preconceptions. "We have nothing to apologize for, nothing to be embarrassed about in trying to communicate an understanding of opera. If I didn't believe that it was wonderful and exciting, I wouldn't be here. But with children, the first



principle is not just to thrust information — or even performance — at them. It can be a disaster. And schools are still much too obsessed with this horrible thing for the non-specialist called 'Music Appreciation'. Nobody would talk about 'Science Appreciation' or 'Geography Appreciation', so why does music have to be singled out? What our schools programme aim at is actively involving children in the process of opera. 'Appreciation' is such a passive idea. Kids only appreciate by doing, and our most ambitious new project is actually called 'Learn by Doing'."

Taking about 40 children, usually of the 10 to 13 age group, for a period of

eight weeks, Jo Ann Forman and her colleague, RADA-trained Bruce Taylor ("A great guy! You must quote me," says Jo Ann. "He has an extraordinary ability to simplify the problems of theatre") work up a *Learn by Doing* scheme by building an opera from scratch — written, performed, produced, designed, managed, and even publicized by the children. "We're not looking for the gifted or starry-eyed, and we don't go for the schools which already have enormous resources. We regard it as an exercise in team effort and responsibility which operates as an integral part of the curriculum. Kids doing the lighting learn about watts and amps and those doing the set-

building use their mathematics and carpentry. At the end of it all everyone attends a performance at the Met, and the response is always fantastic because they understand the process from their own experience."

Each *Learn by Doing* is a major undertaking, requiring a large amount of the department's time and energy. A more adaptable and compact schools scheme is the "Opera Box", a brilliantly packaged concept, which some imaginative educational publishers in England would do well to emulate. Developed after field testing and feedback from teachers, each opera box, selling for \$25 (about £17) and centring on one popular opera,

contains a teacher's manual with lesson and resource material; a specially edited record of highlights from the opera in question; a colour filmstrip with an accompanying cassette; hand-outs for the pupils; and a large classroom poster. Non-specialist teachers can use the box with minimal preparation time and each box takes a different general perspective. Thus *Madame Butterfly* suggests back-up work on Japanese history, geography, and culture, while *Porgy and Bess* follows jazz and the growth of black American music. These boxes are in use all over the US and two new titles are added each year. Teachers particularly appreciate the flexibility they allow.

For schools in the New York catchment area, the oldest and most venerable programme is The Met School Membership, which has over 350 members in both the public and private sectors. Here each school is offered a choice of productions from the current Met season, with which to involve themselves. This year, for instance, the 16 to 18 age group are offered operas by Richard Strauss, Weill, and Handel, while the youngest children have *Hansel and Gretel*. Each representative teacher attends a preliminary meeting and workshop session at the Met, where resource materials and study guides are also provided. Each school then explores its chosen opera and its implications over a period of weeks, before returning as a group (again, it is considered the optimum number) to hear participants in "their" opera talk about the work, as well as attending piano and dress rehearsals, exploring the opera house itself and finally experiencing a full performance.

Jo Ann Forman is hungry for new ideas, and she is insatiably curious to hear "what we do in England". There's no doubt that the Met has the money, and foundations, government, and schools help too. But the money is not the point: the full-blooded conviction that people want opera is what makes these programmes such a success. British schools feel that they must handle opera with kid gloves and give it a sanctified status. Jo Ann Forman and her department have simply taken off the gloves and got down to work.

Among this week's contributors:

Robert Ilson is an Honorary Research Fellow of University College London and his daughter, Sophia, now 12, is continuing her research at Camden School for Girls

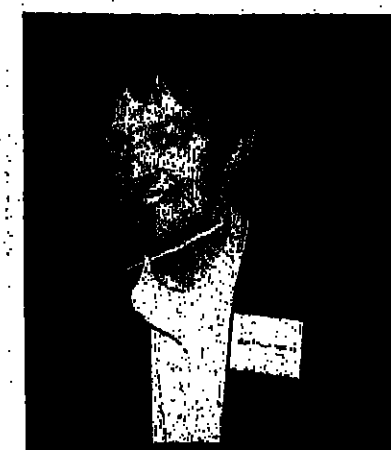
Peter Newell works at the Children's Legal Centre. Neil Philp is the author of *A Fine Angel: A Critical Introduction to the work of Alan Garner* (Collins)

Royal progress

Back in England, the cogs which link opera houses to schools are beginning to turn a little faster. In September the Royal Opera House appointed Pauline Tambling as its first full-time opera education officer, with the help of a grant from the Gulbenkian Foundation. English National Opera are stepping up their programme of workshops in schools, Welsh National Opera have also just appointed a schools liaison officer, and ILEA has its own opera group based at the Cockpit Theatre.

Needless to say, there is much to be done before we can hatch the American depth and range of resources, but the philosophy is definitely expansionist. When I talked to Pauline Tambling she was undaunted by the size of the challenge. "I'm still very much at the exploratory stage and I'll be spending a lot of my first year going out and covering as much of the surface ground as possible. We have to find out what is needed before we can establish a set of principles and priorities."

One of Pauline Tambling's already firmly-held beliefs is that the process of "opera education" must be two-way. "It mustn't become a question of the glamorous opera house simply parachuting in and imposing itself before marching out again. There must be integration into the curriculum and there must be flexibility. Some teachers don't help here. Recently we did some workshops and their attitude was one of telling the children to sit down and shut up because The Royal Opera had arrived." At the same time



Pauline sees danger in the fact that other teachers are "just blindly and pathetically grateful for whatever you offer. At this stage, we need constructive criticism."

Until now the centre of the Royal Opera House's educational activities has been the highly successful school's matinees, underwritten by the Linbury and Clove Foundations. Parties arrive from as far as Wales and Yorkshire; singers find them the most gratifyingly attentive audience. This season, with tickets at £2.50, children can hear *Die Fledermaus* with Kiri Te Kanawa, *La Bohème*, *Requiem* with Ian Vick, and *Falstaff*. Pauline Tambling is anxious that there should be more back-up available for teachers and that

building up a structure of seminars, practical sessions, and materials.

We discussed Jo Ann Forman's schemes. Pauline is in broad sympathy, and has firm plans to produce something along the lines of the "opera box" series, but she has a few qualifications to make. "I don't believe that one should let children have complete control over their own performances. Without someone leading who has a clear idea of what shape the finished product might take, the children will limit themselves. Especially at primary level, you do have to make sure there's a lot of input, I'm particularly interested in having professionals working alongside, on a half-and-half basis."

What are the difficulties of communicating opera to children in schools? "I don't find that they identify opera as an upper middle-class activity — that's something the parents suffer from. The language barrier is a constant bugbear, I suppose, and I've noticed that in the classroom or school hall opera-singing can sound rather comical if it's not introduced properly. Children aren't used to that sort of precision or unplanned volume from pop music."

What really encourages me at this stage is the extraordinary support and enthusiasm I'm getting from everyone — children, teachers, artists, and administrators, even when you're asking for something beyond the call of duty. The fact that the field is wide open makes it all even more exciting.

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ARTS

Stretching the truth

Peter Newell on Cyril Burt

Horizon: The Intelligence Man. BBC2, January 9, repeated January 15.

"You tell lies - why do you do that?" Cyril Burt, psychologist, asks the young delinquent he is testing. The question, of course, should have come from the other side of the table.

Cyril Burt, for half this century our most distinguished psychologist, first to be appointed to a school board anywhere in the world (in London in 1913), professor and then emeritus professor of psychology at London University from 1931 to his death in 1971: a man, knighted for his work, who during his lifetime was revered by his profession and his journals.

Burt's emphasis on the predominance of the genetic component in intelligence and preoccupation with IQ testing found a welcoming audience in a succession of between-war commissions and committees and undoubtedly encouraged the 11-plus, the tri-partite system promoted and prolonged in the 1944 Education Act, and segregation - continued to this day - of "educationally subnormal" children into separate schools. (It is possibly no coincidence that the Inner London Education Authority, born out of Burt's London School Board, still maintains one of the most segregated "special" education systems.) At 86, two years before his death, he lent his enthusiastic support to the Black Paper movement, writing (ironically, we now see), that what was needed in education, rather than unsubstantiated progressive policies, was "intensive and methodically planned experiments to test each new principle or technique."

One of the four "witnesses" to the Burt story in Horizon's drama-documentary, *The Intelligence Man*, is Hans Eysenck, former student: "Very virginal, hostile and extremely devoted... a typical con-man", is his current evaluation of his teacher.

Burt invented pair after pair of separated identical twins, invented two research workers to test them and



John Shrapnel as Cyril Burt

to co-author papers explaining results whose data had been produced by working backwards with the aid of an adding machine (who knows what Burt could have proved with a computer). He was finally and unambiguously exposed in the *Sunday Times* in October 1976 - "the most sensational scientific fraud this century".

The Intelligence Man, written by Stephen Davis and produced/directed by Martin Freeth, succeeds both as

drama and documentary (with such a story, could it fail?). As drama, John Shrapnel's sinister portrayal of Burt perhaps owes a little too much to knowledge after the event, and as documentary, the final journalistic exposure of Burt by Oliver Gillie, *Sunday Times* medical correspondent, and the extent to which egg remains even now on the faces of the psychological and educational establishment, should have been more fully covered.

Professor Leon Kamin of Princeton produced the first detailed critique of Burt's work, initially ignored at least in this country. He had not only become suspicious of the statistical improbability or impossibility of the results, but also the attitudes revealed in some of Burt's lecture notes ("The problem of the very poor - they must be segregated, prevented from reproducing their own kind"). Kamin, another witness in the film, says: "In retrospect it becomes clear to me that a fair number of British psychologists must have known all along that Burt was stretching the truth."

Kamin's analysis seems to fit: "I think Burt had the intellectual audacity to think he knew the truth prior to any actual investigation of the facts, and therefore in a kind of noble obligation he was letting the rest of us get a handle on the truth by presenting us numbers that would help us to accept it - and he did us the courtesy of inventing the numbers for us."

I profiled Burt in *The TES* in 1969, two years before his death and before any whispers of the great fraud were out. I did sense something creepy about the Hampstead house full of dusty files, the devoted housekeeper (faithfully portrayed in the film by Maria Warburg), the unfashionable and punitive Victorian values and the occasional unqualified remark - "Creativity is not good for those who are not going to be creative". But I was otherwise entirely coned by the Victorian courtesy, and so felt a little silly when I read Oliver Gillie's exposure one Sunday morning in 1976. But not, I guess, half as silly as the mass of the psychological establishment, or the editors of *Black Paper Two*, who had given pride of place to this very old cheat's essay on "The mental differences between children".

Burt the delinquent's one (and significant) posthumous contribution is to encourage a deep scepticism of psychological testing, and of scientists who forge rapid and dramatic links between their findings and social policy. Stephen Davis's film should cement that scepticism in many more minds.

Swift porn

Gulliver's Travels. The Gate at the Latchmere, London SW11. Live Sex on Stage. The Cockpit Theatre, then touring nationally.

The titles of both these fringe shows suggest insurmountable staging difficulties. At the Lilliputian Gate at the Latchmere in Battersea, director Lou Stein gives us a thoughtful and enjoyable dramatization of *Gulliver*. We are given two Gullivers, one old and one young. Old Gulliver, played with authenticity by Michael Fenton-Stevens with the tired air of a man who has seen it all, smiling only at the naive foolishness of his former self.

The kingdoms of Brobdingnag and Lilliput are created simply and cleverly, using an entertaining range of techniques including puppetry, the introduction of hilariously enormous props, and the inventive use of sound. The kingdom of Laputa, Swift's satire of excessively lofty ideas is similarly effective, with faint echoes of the madhouse scene in *1984*. There's a slight coming unstuck in Stein's hand of the Houyhnhnms. The debased Yahoos are suitably distasteful, but there's a little too much drama school earnestness in the balletic portrayal of the noble horse creatures which make them seem smug rather than supercilious.

In all, though, the show is an excellent, thoughtfully adapted version ending with the xenophobic Gulliver hating the ever-present Yahoo within himself.

Predictably, there is no live sex on stage in *Live Sex on Stage*, in fact it's all quite prim and proper. Billed as a satire on pornography, it makes two points. First, pornography is tediously repetitive and boring. (It makes this point over and over again, thus lessening its impact somewhat) the other that pornography is in itself a parody of sexual behaviour.

It's this second point that spoils what might have been a good idea, simply because it's almost impossible to satirize what is already exaggerated and unreal. The play is performed cabaret-style in a series of sketches with only a faint plot, with songs and an irritating "mime-every-word-in-the-script" style which makes some scenes like risqué versions of *Underneath the Spreading Chestnut Tree*. Elements of pornography are looked for an found in women's magazines, romantic fiction and of course, advertising.

The main problem is that the script, devised by the four performers, is too superficial, telling the audience how puerile and distasteful pornography is, but failing to say what makes some men like or need it. The porn consumer or simply becomes an Aunt (Uncle)? Sadly, when it's his urges which are central to the issue. Fourplay Theatre company, by all accounts Cardiff's leading alternative theatre group perform and sing quite stylishly. Perhaps they should leave the writing to someone who understands the true nature of satire. Swift would have approved the subject matter, one suspects, but not the treatment.

Nick Baker

Next week

Chaim Bermant reviews Ken Worpole's *Dockers and Detectives*; Brian Morton on the novel in antiquity; David Wright on South African literature; Beverly Anderson on *Reverly Wicked*, Guy by Roy Kerridge; economics and management studies.

BOOKS

England's Golden Age?

The Augustan Idea in English Literature. By Howard Erskine-Hill. Edward Arnold £35.50. 0 7131 6373 9. Augustan England: Professions, State and Society 1680-1730. By Geoffrey Holmes. Allen & Unwin £18.50. 0 04 942178 6.

The Augustan idea, not the "misleadingly narrow" literary notion of the Augustan Age, is the subject of Professor Erskine-Hill's study which, despite its promising conception and 20 years of germination, fails to achieve a satisfactory whole, becoming in places too much a mere catalogue of the "diversity of thought about Augustus and of Rome" (my italics).

Part of the difficulty lies in the complications involved in the Augustan idea itself as here interpreted: sometimes it means the idea of the Augustus of history and sometimes of the propaganda myth, itself often contradictory, which Augustus himself helped to inflame and encourage. Too frequently Professor Erskine-Hill fails to make clear which of these, or which parts of these, he is referring to; something which makes it difficult to understand what he has in mind. Since both conceptions are not simultaneously relevant at many points in the argument and exposition, this lack of precision makes for needless difficulty in a work most readers would find difficult enough to follow were the references clear beyond doubt.

The introductory section sets forth an explanation of what I may loosely call the Horatian and Tacitean interpretations of Augustus and his reign; of the views and interpretations of the early Christian fathers; of Augustus's role as the secular Prince of Peace; his part in the later Prince Literature; his

relation to the poets and architects of his day and of the generally accepted view that under his aegis Rome reached its golden age. It is naturally expected that these broad, well-defined concepts will be developed or illustrated in the main body of the work, but this does not consistently happen. The conclusion is inescapable that, notwithstanding his obviously profound study of and involvement in his subject matter, Professor Erskine-Hill has been unable sufficiently to rise above the detail of literary criticism and close comparison with classical models to indicate clearly just what points he is wishing to make.

This is particularly true of the sections of the book devoted to the study of individual works in which, while showing their close association (or lack of it) with the negative, as well as the positive aspects are both taken into account, little more is done than to compare the work in question with the Roman model. The comparison is exhaustive and instructive but vital, key points appear to be omitted, if one attempts to relate what is stated to what was announced as the essential import of the theme of the work.

In contrast, the line of thought is clear and explicit where the application of the Augustan idea is essentially straightforward and where the work examined relates the English rulers and their institutions to Augustus as model ruler of a noble state.

What does emerge is the fact that a great many English writers - not only those dedicated and conscious "imitators" of, in particular, Horace, belonging to the generally accepted Augustan Age centred in the reign of Queen Anne - looked to the poets of Augustan Rome for their models and that one after the other monarchs (as also

Cromwell) were hailed by them, either in exhortation or praise, as an English Augustus. One gathers that the Augustan idea - or ideal - was in the air even where not necessarily explicitly developed; perhaps rather more in the shape of a "Roman thought" that seemed to them relevant, even if they were not always wholly conscious of its provenance. It is this that one can accept the inclusion of Conrad and Melville as modern exemplars.

In the interests of most modern students of English literature, Latin and Greek quotations should appear also in translation.

It is distressing that there must be reservations qualifying one's praise of the work. The lack of a firm, clearly apprehensible line is a grave defect that must make one conclude that the many trees Professor Erskine-Hill is intent upon examining minutely has caused him to lose sight of the wood, indeed of the fact that the wood in question was the stated subject of his study.

It is roughly the period known to literature as the Augustan Age which is considered by Professor Holmes to have produced an alteration in the structure of the whole of English society and in particular to the definition and establishment of many of the professions. The two are interdependent and the main contributing factors are the effect of the wars of that period and the great increase in prosperity while the population growth was minimal. This book is the first detailed study of the professions during the years 1680-1730 and contains a formidable collection of facts and figures culled from a wide range of sources including material such as periodicals not easily accessible. It is expressly designed for students which possibly

explains what could be the general reader's stumbling block: namely that, designed for those already historically orientated, an unusually informed background is taken for granted.

Many professions that were already recognized as such entered the period in almost medieval dress, so to speak, and emerged from it with their modern status foreshadowed if not established. Other practitioners previously considered of low status, for example the (barber) surgeons, apothecaries and attorneys became accepted as professionals. Professor Holmes brings evidence to show how this factor, coupled with the increasing availability and efficiency of training caused a breaking down of many of the hitherto rigid class divisions thus creating a far more mobile society. Contributing to this change was the growing importance of the urban centres, vast increase of public and private wealth and expenditure and a growing, complex economy requiring new services of every kind, including better medical care, education, and, above all, the services of the law. Commercial expansion and acquisition of property necessitated more and better-trained lawyers and, understandably, it was the legal profession that soared to the highest eminence during this period, although the princes of medicine did not lag far behind.

The accumulation of data is impressive and no student of this period could fail to learn from it. There are a number of surprises in store for the reader, as indeed, the author confesses there were for him too as he followed out his researches.

Katya Watter

Things past

A Guide to Proust. Compiled by Terence Kilmarin. Chatto & Windus - The Hogarth Press £8.95. 0 7011 2636 1.

Every time a new translation of *Remembrance of Things Past* is made, a new index will be required, if only on account of pagination. Terence Kilmarin, responsible for the recently issued revised version of Scott Moncrieff's translation, has as he freely acknowledges used P. A. Spalding's *Handbook to Proust* as a check, but in fact he has produced a new work which is in some respects more useful, in others less, than its predecessor.

It includes, for instance, entries for Victor Massé, Jules Massenet, Mérimée, Molière, none of whom figure in Spalding on the other hand. Kilmarin is less reliable in his "themes" index, jumping straight from *Railways to Rooms*, with no reference to *Rain* (6 entries in Spalding), *Reality* (22 entries), *Renunciation*, *Resignation*, and *Romance* (2 entries each). This may well reflect a general shift in the zeitgeist since 1952 from the conceptual to the factual, assisted possibly by televised broadcasts of the *Mastermind* type.

"What was M. Verdurin's christian name? Where did Albertine and Andrée dance together?" As the blurb says, Kilmarin "supplies the answer to many questions such as these". True enough. But it is perhaps significant that the heading "Fact" is absent from both Spalding's and Kilmarin's indexes. Evidently facts are what matter least in Proust.

FW J Hemmings

When Dylan meant Thomas

Dylan Thomas: The Collected Stories. Foreword by Leslie Norris. Dent £8.50. 0 460 04603 9.

"Who do you wish was with us?" Born late 1914, Thomas would not be three-score and ten yet. Died only 39, and "canonized", as the editor of the *New Cambridge Bibliography of English Literature* 1900-1950 would say, by inclusion on that roll, as one of the four major poets, too. How the young dog would have laughed to read such fun.

"Young Mr Thomas was at the moment without employment, but it was understood that he would soon be leaving for London to make a career in Chelsea as a freelance journalist; he was penniless, and hoped, in a vague way, to live on women."

Yes, it is by his *Portrait* and other prose images that, most people know Mr Thomas. And here are all four short stories, lined up like schoolchildren by age, with four more appended that spring from youthful loins - even by this author's precocious standards. Here is all of the *Portrait* of the artist as a young dog, all the *Adventures in the skin trade* all of *A prospect of the sea*

except the "Conversation about Christmas" and "How to be a poet," and some of *Quite early one morning*. "He knew every story from the beginning of the world." Yet his own story world began, if not in chaos, at least in confusion and bewilderment. They early tales tell disturbed dreams, macabre and stark, unyielding and mocking. Above all, contrived.

"He heard the dead die round him." Death in its several forms, including madness and fear, is never far away. His characters, anticipating Beckett, "give birth astride of a grave, the light gleams an instant, then it's night once more".

Birth and death people these stories. "A woman had been born, not out of the womb, but out of the soul and the spinning head." Thomas could have written that as an epitaph to his first story-writing self, circa 1938, or to put it another way, page 121 of this book. But birth and death are not a young man's experience. Now, corny and short stories, lined up like schoolchildren by age, with four more appended that spring from youthful loins - even by this author's precocious standards. Here is all of the *Portrait* of the artist as a young dog, all the *Adventures in the skin trade* all of *A prospect of the sea*

human life is here, emotions in a rush-hour jostle. The tragedy is comic, the compassion pitiful. The people of the dirty town "lived and loved and died and, always, lost".

"They had all changed colour. Beetroot, rhubarb, and puce, they hollered and rollicked in that dark, damp hole like enormous ancient bad boys."

And, living, gave Thomas's humour that glow, sometimes of single sparks, sometimes of gentle flames. Here a dog is "sunt-faced", and here a woman with a "whist-drive voice".

A Breton man, "with a beret and a necklace of onions, bicycled down the road and stopped at the door. 'Quelle un grand matin, monsieur,' I said. 'There's French, boy bach!' he said."

Leslie Norris has written the foreword for this collection, and Professor Walford Davies has compiled a useful list of sources and dates for all the stories. Some will read them for clues to the poems they almost are; others to stand in the shadow of Milk Wood. Yet others to hear again that radio voice, from an age when a fanfare of ice-cream cornets heralded August Bank Holiday, and when Dylan meant Thomas not Bob.

John Seymour

Linguistic diversity

Language in Multicultural Classrooms. By Viv Edwards. Basilford Academic £6.95. 0 7134 45084.

Question: Who do you think provided a veneer of academic respectability to prejudices about the inadequacy of non-standard English and the linguistic shortcomings of dialect speakers?

Answer: Basil Bernstein, whose work is introduced in this book with those words and dismissed in a couple of pages. For Viv Edwards is a representative of the new educational linguistics, pioneered by linguists like William Labov in the USA and Peter Trudgill (Professor of Linguistics at the University of Reading in Britain). To such linguists all languages and

dialects are equal; linguistic diversity (dialect, bilingualism and multilingualism) is a cultural and educational resource, not a threat; and linguistic prescriptivism, naked or disguised, the enemy of children's potential. Most of this is true and important, and there can be no going back to Basil Bernstein as a linguist, though there may come a time when he will have to be returned to as a sociologist of culture, an area to which professional linguists are not always attuned. They sometimes appear surprised to discover that language practices, including those they recommend, are a cultural and, hence, political issue.

There will also come a time when the kinds of doubts about the equality of languages expressed by impeccably

multiculturalist linguists like Dell Hymes (Editor of *Language in Society*) will have to be confronted, even in introductory textbooks. In both connections, British teachers will then want to give more attention to recent American experience than it gets in this book. Meanwhile, Viv Edwards has done a competent job in summarizing recent research on the linguistic diversity of British classrooms, and official and day-to-day reactions to it. She also provides practical ideas and information on available classroom resources, and provides a useful update on research on the development of talk, reading and writing.

Trevor Pateman



Dr John Rae in action this week, arguing the merits of selection in a new series, *A Question of Education* (BBC2). Next week on this page Laurie Norcross will review the first two programmes



The Raj duet

The Far Pavilions. C4, January 3, 4 and 5. The Jewel in the Crown. ITV, January 9 and 10, then Tuesdays, until April 3. Repeated on C4, Sundays.

The Far Pavilions apparently cost 12 million dollars and involved a score of elephants, as well as many bullocks, goats, sheep and cows in a romantic tale of love and war under the Raj, c.1879. The landscapes and costumes are attractive, but the rest is pure Indian corn. It might be possible to accept the preposterous story with its predictable outcome, or even slow-motion shots of the two lovers riding across the plains in their nightshirts, were it not for a script so banal that it defies the efforts of John Gielgud, Robert Hardy and Omar Sharif to inject life into it. Across its featureless expanse the action winds like a caravan of men and beasts and it is not the dumb animals you feel sorry for.

In happy contrast, the first thing you notice about Granada's *The Jewel in the Crown* is its interest in the language and the mutations this underwent as Indians, Anglo-Indians and expatriates found the dialects which allowed them to identify the full spectrum of caste and class. Did they really speak like that in 1942? The English, with their frequent reference to "having the other half", even seem to discriminate. Exaggerated or not, the dialects are a delight for the viewer and a gift to the actors. They also describe an important part of what the series is about. The early episodes focus on Daphne Manners, played by Susan Woodridge, like Joyce Grenfell's games mistress, breathless, ungainly and bubbling with enthusiasm. In the first episode, she



Ronald Merrick (Tim Pigott-Smith) interrogates Hari Kumar (Art Malik)

of some dating, perilously close to orientate but done with such conviction that it compels sympathy and belief. Most of all, it conveys what English "all" "restrained", that repression of emotion so well served by social dialects, and our awareness of what is going on behind what Daphne says and the expectation that at any moment it might erupt, make her an uncomfortable character with which to identify. As she says goodbye to Hari Kumar's aunt, you experience so precisely the conflict between her desire to make a demonstration of affection and her sense of propriety that her subsequent remark to Hari "I wanted to bend down and kiss her" becomes redundant.

What we feel watching Daphne's intention to India may reflect the mixture of fascination and discomfort we have for the Raj itself. The

character of Ronald Merrick (Tim Pigott-Smith) copes a different and more intimate pain. When he first appears, he shows the face of British imperialism as seen by others and it comes as a shock to find him off duty and realize that he might, after all, be one of us. Daphne's story is nearly over, but Merrick's will continue through what promises to be the best television drama series we have seen for a long time.

Granada Publishing have brought out a book, *The Making of the Jewel in the Crown* (£5.95) which contains an article by James Cameron on the background to independence and biography of Paul Scott, who wrote the books on which the series is based, as well as the usual self-congratulatory pieces on how it was filmed.

Robin Buge

Structuralism and Education

Rex Gibson

This entirely original work is a sustained attempt to expand and enrich the study of education by showing how structuralism aids the understanding and evaluation of school and classroom practice and thus provides opportunities for development and change. It is the seventh title in the *Studies in Teaching and Learning* series.

0 340 33975 6 Paperback £3.95

Testing for Teaching

Frank A Spooner

Looking particularly at the primary school, this book offers concise and very readable guidance on the bases of test construction, selection and interpretation. It does not provide a list of 'best buys', but aims to help teachers to select their own approach, that may be supported, but not dominated, by authority programmes.

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BOOKS

This son of York

Good King Richard? An account of Richard III and his reputation, 1483 to 1983. By Jeremy Potter. Constable £9.95, 09 464630 9.

The time has now come when five centuries of controversy about the character of Richard III can be enjoyably supplemented by another problem. Why the endless fascination? Why the outrage over one king, the counter-indignations of writers, the growth of a protectiveness as passionate as the condemnations? In 1924 the Society of the White Boar was founded by a Liverpool surgeon and antiquary, and reconstituted in 1956 as the Richard III Society with world-wide membership and some scholarly publication to its credit.

This book tells again in popular but moderate form the story of Richard, but certainly its most original part is the second half which goes far to explain the abiding interest of the public.

Two things must be said: There is no need for supercilious smiles from professional historians (though a very able one still living is unfairly attacked); and the "problem of the problem" is itself a worthwhile historical one.

Everyone knows that Richard III took the throne in 1483 and was in 1485 killed in battle by the forces of Henry Tudor. Why not leave it at that? With some great simplification, the answer seems to go as follows. Richard was unfortunate enough to die without male heir and left a realm where many southern Englishmen of importance had a grudge against the northerners who had been widely favoured. Then came the Italian writer and English courtier who wanted to please Henry VII and who also liked to good story. Polydor Vergil as a "humanist" followed the convention that inner excellence must go along with physical beauty. Hence began the myth of the uncle who was a usurper, wicked and naturally ugly.

There followed Thomas More who, among other things, was an intellectual joker. His *History of Richard III* was a deliberate parody of Polydor Vergil in which moralizing and sarcasm were intensified. Richard acquired very detailed deformities, and everyone concerned in the death of the "little prince" either died horribly or ought to have done so. Meanwhile, the morality tale begun by Vergil was taken up by the Tudor chronicler Hall, used also by Hollinshed and Grafton, and thus presented as the stuff of Shakespeare who knew how to perpetuate it. For this he deserves no more blame than any other creative artist, but the myth entered our culture and also stimulated "revisionists" who for a medley of reasons thought the play was a record and the record should put straight.

Here are some leading examples. Sir William Cornwallis liked arguing for its own sake and spoke up for Richard in a book of essays (1616) where he also defended Julian the Apostate and the French pox. George Buck, Master of James I's Revels, liked teasing the guillotine, wrote a defence of Richard in which he called chroniclers apes, but got into debt because the Exchequer wouldn't pay him and went mad before his history was published.

As it became good fun to mock the toying of Tudor chroniclers, revisers of Richard's story grew bolder. Horace Walpole's *Historic Doubts* (1768) wrote the work of a rich man and compulsive writer who also loved defending accused people. (He was equally strong for Dutch William for the parliamentary title he believed Richard had also enjoyed.) Voltaire begged a copy from Walpole, and Louis XVI is said to have read the book while awaiting the guillotine. At this period there were others who liked to defend the underdog, and Richard's supporters numbered the Jacobite Carter who had to flee for defending Charles I, and John Wesley who carried non-conformity as

far as being convinced by Walpole. In the nineteenth century the scepticism of gentlemanly conversation was replaced by a fierce need to moralize. The rationalist Hume had already been carried away by Thomas More's *History* but out of honor at his subject's delinquency. On the other hand, the Roman Catholic Lingard vilified Richard III in 1819 because the Catholic More was bound to have been right. It took a Quaker, Sharon Turner, to spot in 1823 that priceless archive (Harleian MS 433) which has survived to show routine government at work in Richard's reign and, now published by the Richard III Society, to help detach facts from moralizing.

This skirmishing between "ought" and "was", so characteristic of Richard III studies, may be seen finally in the considerable figures of James Gairdner and Sir Clements Markham. Gairdner was a meticulous historian, experienced in archives. But it seems a conversion to Anglo-Catholicism brought with it a horror of scepticism as an attitude, and his book on Richard (1878) succumbed to tradition because it was tradition. Markham was quite different. He travelled much of the hitherto unknown world, from Pole to jungle, and wrote widely on geographical topics. He was a good man and charming, but in an earlier tradition a hater of injustice against the defenceless. It is argued that the same impetus that got a young seaman, wrongly convicted, out of jail devoted itself to the rehabilitation of long dead Richard.

Today there is a different kind of polarity in the market-places. Scholarly jokes are out; teasing and moralizing have fresh victims. Sweetish fiction reigns (12 novels on Richard this century) and the great Olivier cries for his horse on all our tiny screens. Very quietly, adapting to low profile, real historians labour on.

Robin Du Boulay



The Rufus legend

William Rufus. By Frank Barlow. Methuen £15.00, 0 413 28170 1.

The appearance of Professor Barlow's eagerly awaited life of William Rufus - the first for over a century - is a major event. Such a neglected figure deserves a substantial reappraisal, and Barlow does him justice in one of the longest volumes so far in the Methuen series of English monarchs.

The period is poorly documented and not widely understood. Thus both the student and the general reader will be particularly pleased that this book overflows the confines of dry political biography (though Barlow is not a dry writer any more than William was a dull man) to give us a vivid picture of the Anglo-Norman court with its barons and bishops, its hunting and hawking, its ceaseless movement. Barlow rightly prefers the steady accumulation of telling facts to the charms of speculation. He even doubts whether William intended to hold on to the mortgaged duchy of Normandy when his crusading brother Robert returned.

William (the now inseparable nickname only became current a generation after his death) springs to life as a flamboyant and engaging personality - shrewd but generous, peppery but never rancorous. His company, if sometimes alarming, was also entertaining; even the chroniclers, while professing to be shocked, were evidently fascinated.

As a ruler, William was successful by the standards of the time. He curbed baronial independence, defended and enlarged the frontiers of his realm, and

resisted the encroachments of Gregorian Church reformers.

And there's the rub: monks had an axe to grind, and the reign has bequeathed very little to set against the monastic chronicles that revile Rufus as an oppressor of the Church, a blasphemer and, by innuendo, a sodomite. His brother Henry bolstered his claim to the throne by denouncing his predecessor's "evil practices" (though he reintroduced and extended them when convenient).

The Victorians, who shared many of the monks' prejudices, swallowed the Rufus legend entire. As late as 1931 A. L. Poole could declare: "From the moral standpoint he was probably the worst king that has occupied the throne of England"; a harsh verdict when the competition includes Richard III and Henry VIII!

Changed attitudes and sober appraisal rob the reproaches of much of their force. Exploitation of the Church is seen in perspective, bisexuality becomes unsurprising, and "blasphemy" becomes impatience with clerical priggishness. In fact, William's only mistake was to die without founding a dynasty or making a conventional Christian end.

The key to the Rufus legend, suggests Barlow, lies in that fateful afternoon of August 2, 1100 when William's luck ran out. Murder it probably was not, but men saw the hand of God in his untimely and inglorious death. The world has waited nearly 900 years for this spirited book to set the record straight.

Anthony Turner

Urban failures

Remaking Cities. By Alford Hays. Croom Helm £7.95, 0 7099 1409 5.

When this book was first published in 1980, it was not surprisingly well received, and it has now been reprinted, unfortunately without additional material to include the first years of Thatcher's government. It looks at urban planning in Britain from 1947 to 1975 from a radical perspective, and concludes that failures have been similar.

The high ideals of the post-war era are suggested a clean-sweep approach to planning, the creation of total, only environments to replace the old. Now is a more modest attitude emerging which "starts where you're at".

A particular quality of this stimulating book is that it analyses what happened under other systems, for instance, in communist countries, and concludes that failures there have been similar.

E Sebastian Loew

BOOKS

World issues, with games

Discovering Geography Series. By T and L Ghaye. Settlements, Man, Resources. Macmillan Education £2.35 each.

"In many of the less developed countries, fetching and carrying the daily water supply is seen as 'women's work'."

The photographs in these three books show what else is seen to be women's work. Two pictures each of women at the sink, the stove and the typewriter. Some people will object to the use of *Man* as the title of one of these texts and its liberal use throughout the books to stand for "people". Some may also detect sexism in the juxtaposition of stereotypical sex roles: "Would you like to help to make a computer or fashion clothing? Does a job as a long-distance lorry driver or air hostess appeal to you?"

Bias of another kind may be felt to be present by some readers in the

section on nuclear power in *Man*. Pupils are presented with a spread containing information about the need, cost and safety of nuclear power and the disposal of radio-active waste. This information forms the basis of a role play exercise about the proposed building of a hypothetical new nuclear power station. The information source is credited to the UKAEA. We learn that in the 1970s there were 305 deaths in the coalmining industry and only one in the nuclear power industry. We also learn that of the source and amount of radiation received by each person in the UK in 1978, 74 per cent was from natural causes and 0.2 per cent from nuclear waste. Difficult perhaps, for the average second former to construct a case against building the power station on grounds of safety. The section which follows on forecasting energy needs for the future has much more balance in its use of a comparison between the Department of Energy's figures and those produced

by Friends of the Earth.

The aim throughout, as the authors say, is to confront pupils with real world issues. Such issues there are but teacher mediation may prove necessary in the process of forming judgments and attitudes.

The books are intended for the first three years of the secondary school. Flexibility is achieved in that each book could stand on its own as part of a geography or humanities programme or all three could be used together or in sequence. The books are amply illustrated with art work and black and white photographs. Much of the content is traditional - indeed the absence of colour and conventional layout gives the text a slightly dated appearance. The high points are the games: I especially liked (Water) Droplet's Journey: "Farm animals drink you. Miss two goes."

Patrick Wiegand

Water, weather, work

Skills in Geography. By Frances Slater and Michael Weller. Levels 1, 2, 3 £2.25 each. 0 304 30377/78X/798/ Level 4 £2.95 801. Cassell

This is a new four-level geography course teaching skills and concepts through nine basic topics: land; water; weather; plants and animals; food; work; connections; people and environment. Each 64-page book advances the topic with examples from many parts of the world, and a matrix at the back explains the development. A teacher's guide is also available.

The series is visually attractive, indeed one might say that there has been an over-generous use of space. Poems, newspaper extracts, cartoons, maps, diagrams etc show the extensive inquiries the authors have put into their preparations for the series.

The simple, effective vocabulary is

sustained, although once topics related to "infiltration", etc are reached there is a little more complexity. Although no commitment is given to a specific age range it is assumed that the series is directed at primary school children. There is something of a mixture in the level of visual material, which, while useful in many ways, does present difficulties. For example, the planning map of Bracknell (Level 2) and the grocery shopping pattern diagrams (Level 4) are not, in themselves, easy to understand without some earlier preparation.

The books are not totally self-contained, as there is frequent recourse to atlases, large scale maps, "going to the public library", finding out "an old map of your town" and so on. One has to ask, too, whether children of this age really know where places are when faced with a rapid mixture of Belfast, Berlin and Seattle within a few pages, despite the world

location map at the front of each book.

The authors skillfully weave their topics vertically so that important aspects of geography such as movement, best use of space, decision-making, mental maps and attitudes underlie the text and supporting illustrations. It is good to see activities which cater for feelings and opinions from the pupils. One can see that horizontally too, the authors have tried to interlink some topics. Only time will tell if this kind of arrangement is preferred by teachers or whether they would sooner concentrate longer on one theme, perhaps tackling only three per year.

These are practical books, offering teachers many interesting starting points and, most necessary of all, developing a sequence in geographical thinking.

Bryan Wailes

Elementary routine

Geography Alive Series. By Calvin Clarke. Book One: Farming, Towns, Water. Book Two: Industry, Power, Transport. Edward Arnold £2.50 each.

What kind of geography do you teach to low ability pupils and how do you teach it? How do you cope with pupils who have a handicap in language and at the same time present "real" geographical content in an unparaphrasing way? One solution in these books is to provide simple exposition in text and pictures together with a routine of varied but elementary exercises. Straightforward questions, fill in the missing words, match the halves of sentences, solve the anagrams and write the sentences in the correct

order. Plenty of scope here too for discussion. Six basic topics are covered: farming, towns, water, industry, power and transport. The resources and exercises are presented in a tidy two-column black and white A4 format.

Special attention is paid to language. Anagrams and word squares are used - not excessively in this case - but I think it time that we properly evaluated this type of activity. "Rearrange the letters to find some of the farmer's costs each year: NTRE, SEWGA, DSSEE, ASSYRP, HERVAMINC, REFILSLTERS." I am not saying we should not do it - but we ought to question what it is that pupils learn from it.

Another solution adopted in these texts is to "go beyond the strictly geographical and deal with wider

issues of social, moral and career education". The careers education is dealt with by the use of panels describing the hours, requirements and prospects in a number of jobs related to the geography topic being studied. The standard approach is to ask pupils what they like or dislike about the work involved and which of the requirements for the job they possess. Leaving aside the issue of whether school-leavers will find jobs there is an honest attempt in these books to relate geography to everyday life and to prepare pupils for leaving school. The books retain the appearance of conventional geography texts; solid fare but sadly lacking a ty colour.

P W

A family affair

Jenny lives with Eric and Martin. By Susanne Bosch. Illustrated by Andreas Hansen. Gay Men's Press £2.95 0 907040 225

How simple life seems in the little house in Denmark where Jenny lives with two caring adults. Through black and white photographs and matter-of-fact text we follow this charming five year old as she is met from school, prepares a birthday celebration, shares breakfast in bed with the grown-ups. But this is family life with a difference. For Jenny lives with her father and his lover, Eric, and mother is just an occasional visitor.

The accompanying press release is a challenge to find "radical, challenging and controversial" what is claimed as

the "first book explaining the gay lifestyle to 'young children'". Such reaction is most likely to come from teachers and librarians pondering whether to buy copies and how best to use them. If we turn to the children's viewpoint, there is an obvious value to those living in such households in having a book that reflects their circumstances - as Jenny's story certainly does. We see Martin and Eric happily embraced in bed, sharing the housework, quarrelling and making up. We enter into Jenny's sadness when her mother leaves, her enjoyment of the weekend's treats.

Author and publisher are also making a claim for acceptance of the lifestyle, an objective hard to resist in a book intended for a young audience.

Interest level of six to eight years. It is significant that when the author wishes to set out the moral issues raised by this family group, she has to do so in a little homily in cartoon form, outside the main framework of the text. Almost inevitably, the explanation becomes less than honest and many major points are completely avoided. Eric and Martin aren't just two men who live together, but two men joined in a passionate attachment. All men are not by turns heterosexual and homosexual. We are back to an old truth. Beyond a certain level, simplification becomes distortion. It might have been better to have let this rather touching picture of one child's life speak for itself.

Peggy Hecks

GYSL themes

Core Geography: Work, Leisure, Cities. By F Martin and A Whittle. Hutchinson £3.25 each. 0 09 144461 6; 144451 9, 147521 X

This important new O level series for secondary schools consists of three books at present, but others are planned on physical geography and the Third World. The titles reflect the main topics covered by the Schools Council GYSL Project.

Each book is logically arranged, providing plenty of activities which are easy to follow and self-contained. All the books in the series will encourage pupils to produce systematic and creative notes. Each unit ends with a summary.

The layout may be old fashioned, and the illustrations too small, but the vocabulary is clear and backed up by a glossary. There are many inventive ideas such as a "dude" ranch exercise; measuring scenery; replanning the Yosemite; a game on touring the Auvergne; jobs and planning in a mythical county named Glaramyd; choosing a route for the Alaskan oil pipeline; a housing game and redeveloping a dock area.

The authors have delved into reports and research studies, like that on Snowdon's future, in order to obtain up-to-date information and new ideas.

BW

Revision time

Let's study aids. A-Level Geography Course Companion. By Clifford Lines and Laurie Bolwell. Charles Letts Books £4.25.

"Help is at hand for A level students" claim Letts Books, in announcing their new series of *Course Companions*. The homophony was surely unintended, since this A4 sized volume is neat, elegant and attractively laid out. A second colour, blue, has been used imaginatively to highlight questions, sub-headings and key words in the text, as well as bringing clarity to the excellent maps, graphs and diagrams.

Despite their common ivory, and look-alike resemblance to others of the genre, the books in this series "are

not crammers" we are assured, although the publishers overstate their case with the claim that they "uniquely (sic) encourage the student to develop an inquisitive mind". In fact sixth form teachers are recommended to forget this book's provenance as a "study aid" and to consider it instead as an extremely helpful summary of the major topics in A level geography.

The authors have analysed the requirements of the examining boards and structured their book accordingly. Advanced ideas, concepts and models abound, so this is no crib for the feeble-minded! Students who have read widely and done the preliminary groundwork will find it ideal as a vehicle for revision.

Philip Sauvain

Use of Computers for BTEC level 2

Brian Perkes

This is a practical introduction to computers and computing in the context of their industrial and business application. The examples in the text illustrate the impact of computers on working life in many fields.

Although designed for BTEC students the book will be of use to all students beginning computer studies. The book develops the student's ability to understand and write programs, and the appendix is full of stimulating project ideas.

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lingo

Homer lives! Troubadours are still among us, their works passing from mouth to ear to mouth again - but only so long as they remain useful to their public.

Both bards and public are children. While girls of nine and ten at North London primary schools play clapping games too complicated for emulation by their elders, they keep time by singing of matters as old as love and as

new as "liberation":

Eeny meeny popsadeeny,
Oompas popsadeeny.
Education liberation I love you,
Tootle-fruitle down-town baby,
Down by the roller-coaster, sweet
sweet honey

No place to go,
Caught you with your boyfriend
naughty, naughty,
Stole a piece of candy greedy, greedy,
Wouldn't wash the dishes lazy, lazy,
Jumped out the window crazy, crazy,

Eeny meeny popsadeeny,
Oompas popsadeeny.
Education liberation I love you,
They've done this sort of thing
before. When they were younger -

seven and eight - they were clapping to a different tune, and singing still of love, but not yet of liberation:

See See my baby
Come out and play with me,
My boyfriend said to me,
Under the apple tree,
Kiss me cuddle me,
Tell me that you love me,
Kiss me cuddle me,
Tell me that you'll marry me.

These girls do not inhabit a time-warped. They watch *Top of the Pops* like everyone else. But they don't just sing what they buy. When they do their own things they sing their own songs, as children always have and, we hope, always will.

Sophia and Robert Ilson

AID FOR A-LEVEL BIOLOGY

Selected Topics in Biology is a series of sixth form readers ideal for the student who needs to study certain topics in greater detail. The series is edited by MBV Roberts, author of *Biology: A Functional Approach*, and provides an excellent supplement to that text. Each book is enjoyable as well as informative and provides material to stimulate thought and enquiry.

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RESOURCES

Cassettes are absorbing entertainment. They can also help at school and home to introduce children to a range of good writing. They provide a constructive aid to learning throughout secondary school.

Joan Aiken's *The Wolves of Willoughby Chase* (Cassette £6.99) is an exciting story of Bonnie and Sylvia caught up in villainous intrigue in an imaginary grim century when England was beset by wolves. Read by the author, it is an introduction to the rich imagination and vocabulary of the Aiken library. *Four Sherlock Holmes Stories* read by Robert Hardy (Argo £5.99) and *Oscar Wilde's Stories for Children* read by Robert Morley (Argo £5.99) are a delight of logical reasoning and subtle symbolism in an English children no longer hear spoken.

Set in Tyneside dockland, *A Grand Man* (Chivers £16.50 + VAT) is Catherine Cookson's complete book sensitively read by Susan Jameson. John Wyndham's *The Chrysalids* (Chivers £19.95 + VAT) read by Robert Powell, could make a constructive basis for class discussion and research. Sue Townsend's bestseller, *The Secret Diary of Adrian Mole Aged 13½* (Talking Tapes 2 Volumes £3.99 each) is very funny, with a powerful immediacy. Adrian's diary with his gradual realization of what is going on between his mother and Mr Lucas, their dashing neighbour, is painfully pathetic, a good mixture for young adolescent listeners.

Other recordings make good introductions to the classics. These include Roger Rees's readings of *Nicholas Nickleby* and *David Copperfield* (Cassette £6.99 each) which are Dickens' own adaptation for his book readings. *Visions of the World of Dostoevsky* Hall find an immediate response in children. Involved in the story, they absorb the complexities of the language without difficulty.

Great encouragement here would be BBC Radiovision's *Dickens and His London* (ET 75) designed for the 13-16 age group. The 35 high-quality frames on the filmstrip show Dickens giving one of his public readings, rare photographs and contemporary pictures of places like the Marshalsea and Hungerford Stairs. The commentary on the accompanying cassette is extremely full with details of Dickens' life and relevant, vivid extracts from his writings.

In class, poetry on cassette can be a welcome variation from traditional presentation. *Flawless* (Multi-Media £2.99), powerfully dramatised by the National Youth Theatre, is a brilliant production with rousing, pulsating rhythms of ululation and chanting. There is the whispering of the Great Bear of the Mountains, the haunting lyrics of Old Nokomis' lullaby: a far cry from all-too-frequent mechanical readings of Longfellow.

There is no age-barrier to the enjoyment of Julian Glover's stirring reading of *Beowulf* (Sussex Tapes £6.50, text £1.15). This is his own adaptation of Edwin Morgan and Michael Alexander's richly alliterative translation "gnashed at his bone-joints, belted huge goblets". The carefully selected extracts, such as Beowulf's hand-to-hand battle with Grendel for example, are exciting and an inspiration for

L'HISTOIRE DE
PIERRE LAPIN
et autres contes

par
BEATRIX POTTER

UNE CASSETTE DE TELLTA STORY

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reads extracts from
THE
SECRET DIARY
OF ADRIAN MOLE
by Sue Townsend

Part One

Listen and learn

In the second of her articles on audiocassettes, Rachel Redford focuses on cassettes for secondary schoolchildren

creative writing.

The Highwayman, The Listeners and *Tarantella* with their powerful rhythm and mysterious aura, appeal to succeeding generations of children. They are on *More Favourite Poems* (Argo £5.99), a comprehensive selection of 70 poems spanning six centuries read by professionals including Dame Flora Robson and Michael Hordern. In T.S. Eliot's *Old Possum's Book of Practical Cats* (Cassette £6.99), performed by Sir John Gielgud and Irene Worth, children will recognize their own cats in these portraits. Take, for example, the Rum Tum Tugger who: "will do As he do do And there's no doing anything about it!" and the Jellicle Cats with "moonlit eyes" who "wait 'til to dance by the light of the Jellicle Moon". Classroom presentation could be further varied by extracts from the musical *Cats* (Polygram £7.35).

A recording which merges poetry and prose is *A Boy Crowing Up* (Argo £5.99), 12 of Dylan Thomas's stories read by Emylia Williams, a bright kaleidoscope of memories, fantasy and humour. The woman with buck teeth, one gold, looking like a "well-off rabbit" is just one detail to appeal to children on "A Visit to Grandpa's", "Memories of Childhood", "The Outing" and "A Child's Christmas".

A good series for introducing Shakespeare to the 12 plus age-group is a six-cassette series, *New Tales from Shakespeare*, attractive, accurate stories of 12 plays by Basil Hogg Gibbons read by Richard Baker (Zeus £3.75 each, text £1.20). They can also be used for straightening out a plot for an O Level pupil. Professional recordings

of the plays themselves are indispensable and some of the best are by the Marlowe Dramatic Society on Argo. Texts on the Examination Boards' O and A Level syllabuses are completely unabridged on the new Cover to Cover cassettes. Not intended to replace conventional study, they are invaluable for pupils' revision and consolidation at home, and in school extracts could be used for revision and discussion.

The readings are excellent, capturing exactly the tone of the texts with the authentic but unobtrusive accents adding a dimension of realism. They will be welcomed by adults too, from time-pressed students to the visually-handicapped. *Pride and Prejudice*, *Wuthering Heights* and *Far From The Madding Crowd* (£19.50 each) are currently available, each on 10 tapes averaging 13 hours listening. *The Mill on the Floss*, *Jane Eyre* and *Great Expectations* will be released in April.

This year there has been an upsurge of interest in George Orwell's *Nineteen Eighty-Four* and it has been selected for O and A Level study. An understanding of the post-war years when it was written is essential; 1948 is history to pupils and it can be a difficult text. Sussex Tapes' educational discussion cassette, *Nineteen Eighty-Four* (£10.35), will be extremely useful to teachers and pupils and the accompanying booklet gives suggestions for further study. It includes 1948 background and explains Newspeak and the political theory of the Brotherhood through lively dramatizations, reports and interviews. Although designed for O Level and CSE, used selectively it could also help A Level students.

There are cassettes to help with French too, like *Talking French for*

Intermediate Students (Sussex Tapes £9.78) which has French people speaking about their lives. Hearing their colloquial idioms and perfect intonation is a great asset for third formers up to and including O Level. Working through the tape's conversational passages which are graded according to difficulty is good practice.

Beatrix Potter in translation abounds with idiomatic expression in the 15 tales on three cassettes of *Contes de Beatrix Potter* (Tellstory £2.99 each) narrated by French speakers. They are a delight as well as educational: "Mère Lapin est fort mécontente; c'est la seconde fois, en quinze jours, qu'il perd sa jaquette et ses sabots." (Pierre Lapin). The cassettes, followed up with the editions published in French by Frederick Warne (£1.75 each), would be particularly useful.

There is plenty to enliven History too. The BBC Radiovision pack, *Queen Victoria and the Exhibition of 1851* (£7.75), is a superb programme for 10-12 year olds. The filmstrip of the exhibition with full audio and written commentary is fascinating and of high technical quality. The cassettes, *Tom the Textile Worker and Polly from the Workhouse and James, Clerk to East India Co and Radio Cassettes* (£4.00 each) are dramatized studies of the young characters linked by the common theme of their visit to the Great Exhibition. The copious and detailed background that they give - Workhouse Policy is part of a wedding gang in the fields, Jo the Coster Boy's slang and his mother's arduous life as a washerwoman - is all based on authentic contemporary sources detailed in the lavishly-illustrated booklet.

Six "History Alive" cassettes: *Henry VIII, James I, Charles I, Louis XIV, The American Civil War and The American War of Independence* (Anemone £2.99 each) are dramatizations with music and sound effects of key events based on contemporary documents. It is a lively and useful series for Third Year up to O Level.

The Hollow Crown: An Entertainment on the Theatre of the Monarchy (Argo £5.99) is a delightful recording. There are descriptions from "The Anglo-Saxon Chronicles". There is Henry VII's secret memorandum to his ambassador to find out details about his proposed new Queen from the "features of her body" to the "grivety of her discussion" - and much more up to Queen Victoria's time in the 30 beautifully produced pieces.

Another good series is "History Makers". *Adolf Hitler* (Drake Educational Associates £3.50 plus VAT) traces the formation of his obsessive vision from his lonely, unsuccessful adolescence. It is a vivid portrayal. Other titles in the range are *Horatio Nelson* and *Mao Tse-tung*, and there are other dramatized biographies in the "Famous Women" series, "Science and Technology" and "Literature and Drama" series.

For O level and CSE, Sussex Tapes' new series of eight cassettes, *A Social and Economic History of Britain 1700-1950* (£10.35 each) is excellent. Read by Robert Hardy, John Craven and Trevor McDonald, they are narrative accounts dramatised with details from contemporary accounts and studied with songs. Together they include the development and impact of the Industrial Revolution, schools and trade unions in the nineteenth century, the General Strike and inter-war unemployment and the formation of the welfare state. Each cassette (£10.35) is a lively and informative unit with inlay-booklet containing synopsis, sample examination questions and suggestions for further reading.

The cassette market has a great deal to offer. It is expanding rapidly and is an extra stimulating dimension to entertainment and learning. It deserves wider acknowledgment.

Cover to Cover cassettes and Sussex Tapes are available through mail order only from Freepost, Devices SM10. BBC School Radio and Radiovision cassettes are available to educational institutions only from RadioShop; BBC School Radio Cassette Service, Centre for Educational Technology, Civic Centre, Mold, Clwyd CH7 1YA. Drake Educational Associates, 212 Whitechurch Road, Cardiff CF4 3NB. Anemone Cassettes, 33 New Cavendish Street, London W1. Zeus Recording Co, Wimpole House, 29 Wimpole Street, London W1. Lockbrook Road, Bath, Avon BA1. All other cassettes are available from good book, toy and record shops. In case of difficulty, write to Hayward Promotions, 36 Wendell Road, London W12 9RS.

Next week

A look at some of the new science equipment and materials shown at the Association for Science Education's annual meeting in Exeter.

briefings radio & tv

For schools

BUSINESS MATTERS (Monday-Friday 00.45, VHF4)

NBS A series aiming to provide sixth form students with an insight into the nature of modern business and industry. Examines the place of business in society, the nature of developments in the eighties and how successful businesses are run.

1984 (Tuesday 11.38, ITV)

Using Orwell's book as a point of reference, five commentators take on the real 1984 and the problems facing society. The first programme is a personal re-appraisal of Orwell's life and work by Anthony Burgess.

IN YOUR OWN TIME (Thursday 10.35, VHF4)

A new series not only reflecting what teenagers do in their spare time but offering them suggestions for hobbies, making money and possible careers. This week young people investigate "style" and explain what they mean by "chattin'".

MICROTECHNOLOGY (Friday 10.45, VHF4)

A programme to give teachers information on the practical work involved in this new series, which introduces 14 to 16-year-olds to contemporary techniques in electronics.

RADIO HISTORY: 14-16 WORKING CLASS MOVEMENTS (Wednesday 10.45, VHF4)

GSE and O level students begin a study of

working class movements in the nineteenth century. Dramatised excerpts and personal testimonies are used to tell the story of the Tolpuddle Martyrs and the origins of trade unionism.

HISTORY IN ACTION (Wednesday 10.48, Friday 11.38, ITV)

Pinpoints crises in twentieth century history based on contemporary sources. "The Smell of War" presents the over 14s with the sequence of events culminating in the First World War.

HISTORY: 11-13 (Wednesday 14.18, BBC2)

Features a unit of five self-contained programmes on the social divisions of the Middle Ages, studying in turn, the peasants, the castle, the church, the town and the traders.

Continuing education

THE CHIP SHOP (Sat 17.00, R4, Tues 23.25, VHF4)

A weekly magazine programme presented by Barry Norman who gives simple up-to-date information on the new technology. A factsheet is available from the BBC and computer programs will be broadcast after the shipping forecast on Saturday, Sunday, Tuesday and Wednesday nights.

MAKING THE MOST OF THE MICRO (Friday 12.05, BBC2)

Aimed at those who have some familiarity with a microcomputer and wish to begin personal computing. Useful for students of computer studies in schools and colleges.

MICROS IN THE CLASSROOM (Friday 12.30, BBC2)

Demonstrates the use and potential of microcomputers in schools, beginning at secondary level.

Not just a frill

The Arts Are Not A Frill (Midlands only) Friday January 6
The Pied Piper BBC1, January 11
(Repeat of a programme first shown on Midlands only, January 10).

"We think the arts are an essential element, a core part of the education and development of children, students, and indeed adults," stated Leicestershire's Director of Education, Andrew Fairbairn, at the start of a half-hour programme in which producer Katie Wright offered viewers the chance to decide for themselves.

Three quarters of *The Arts Are Not A Frill* showed young people from Leicestershire's schools and colleges in

a variety of productions, many of them excerpts from a two week Festival of Dance and Drama in which 2,000 pupils took part.

They revealed a confidence in movement and storytelling techniques which could have come with familiarity. It was obvious that the concentration, projection and interpretive sense required for public performance were well practised skills with these young people and they were visible again in the rehearsals and final concert which Sir Charles Groves conducted with the Leicestershire Schools' Symphony Orchestra.

Thanks largely to the energetic campaign waged by the Education Authority against cuts in arts spending, between 5,000 and 6,000 children still receive specialist tuition in strings,

woodwind and brass in addition to their general music lessons which, like the visual arts, are an important part of the curriculum, not just "a frill".

How far such a policy contributes to the success of particular projects Roy Currie, headmaster of Broom Leys Junior School at Coalville, Leicestershire, felt wary of assessing.

His school's production of *The Pied Piper* - one in a series which depicts head John Ghent produces each Christmas term with the third and fourth year juniors, sparked with freshness and vitality and, despite the help on this occasion of a studio set, it retained the sense of classroom work in drama and music which had simply been polished to production level.

Ann Fitzgerald

Germ busters



The Dirty and Dirty Dirty

ETV
Germ, Germ, Germ.
Good Health.
Central Television for ITV
11.08am, January 17
Repeated: 10.09am, January 27.

One of the most popular programmes in the health education series for older juniors, *Good Health*, has been *Dr. Sweet-tooth*. A fully dramatized feature, it told how the notorious doctor went about his evil business of peddling sugar and sweets to children in the hope of turning them into addicts and of rotting their teeth. This genuinely funny drama was acted entirely by children and well deserved its acclaim and awards.

The same style of production has been adopted for a new programme: *Germ, Germ, Germ.* which opens this term's transmission in the same series. The plot begins with several important school activities (a netball match, the school concert) being threatened by sudden and mysterious outbreaks of illness. It is time to call in the Kids from GIB, the Germ Investigation Bureau.

Soon these special investigators are on the track of their deadly enemy, Dirty, Germ, Germ. Dirty Germ may have quite a splendid life, but it's a sad moment when she purrs lovingly and

longingly, "I remember the Black Death", but she is no match for our heroic Germ Busters. They are leaping up from everywhere to hand out plasters for cuts and paper tissues for sneezes, to stop the sharing of a lolly, and to go into their big number, "Wash your hands with a piece of soap".

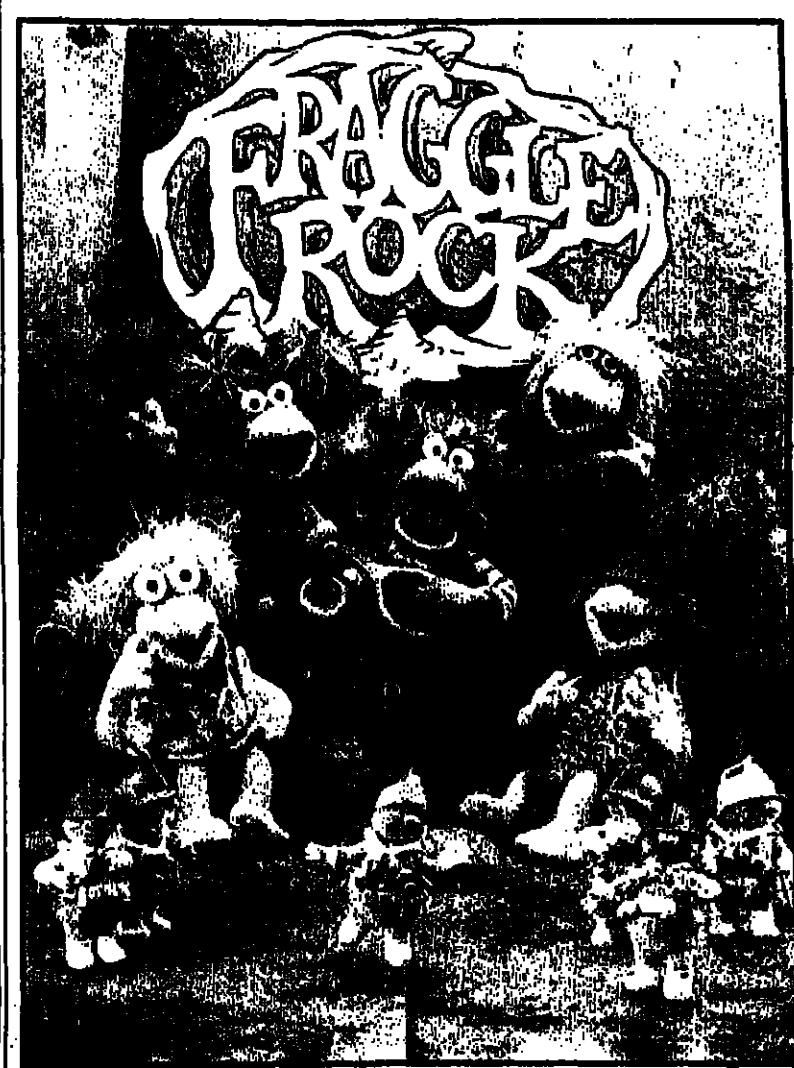
Directed by Terence Daw, it is acted by children from the Heart of England School, Coventry, and the script is by a drama teacher in that school, Peter Brooks. It is all great fun as it parodies a whole range of shows and could be an excellent stimulus for home-grown documentary plays and musicals in a similar style. However, its primary purpose is health education and in that aim it is manifestly successful, showing how diseases can be transmitted from person to person and how individuals can protect themselves against them. As one of the characters says: "Never take germs from strangers".

Germ, Germ, Germ fits neatly into the *Good Health* series and will be popular with those following it. It might equally well be used with any class in the 9-12 age range as a programme on its own, and particularly in classrooms where teachers feel they might fall victim to unchecked coughs and sneezes as January brings the usual crop of colds.

DAVID SALT

It's the Fraggles show

Carolyn O'Grady watches "Fraggle Rock" and discovers a touch of nostalgia



Can Jim Henson's Muppets field another team and win? This is the question with which one, of course, approaches *Fraggle Rock* (Saturday, 17.05 ITV), the new series from the company that brought us the *Muppet Show*. And the answer to the question of one programme is: probably, even though the new show lacks superstars of the quality of Kermit, Miss Piggy, Fozzy Bear and Gonzo.

This might be a new team but the inhabitants of *Fraggle Rock* are instantly recognizable as Muppets. Engaging, oddly bulbous creatures, they are American comic stereotypes drawn with Henson's usual sure touch. One difference is that the number of hippy, happy characters associated with this nostalgic element is strengthened by a preponderance of music from that period.

The new ingredients are the make-believe world of Fraggles (colourful furry creatures), the Doozers (tiny construction workers) and the Gorgs (shambling giants). In the lighthouse above them lives Fulton Mackay, a shade too diffident as the lighthouse keeper and a concession, perhaps, to the British in a show which is dominated by American accents. There is also a trash-heap oracle, with a Brooklyn accent, to whom the Fraggles apply for advice.

From the first episode it seems unlikely that characters with the striking individuality and comic appeal of the first team will emerge; this is more a group of team-players.

But Henson still has his Disney-like feel for American character or caricature, always managing to stop just short of "twice-ness". The first story was delightfully paced: a colourful, energy-packed show for all ages.

Concise Atlas of WORLD HISTORY



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If you take out a year's subscription to The Times Educational Supplement, in addition to your 52 issues of the TES you will receive a copy of the international best selling Times Concise Atlas of World History (worth £12.50) absolutely free. This beautifully produced book containing over 300 dynamic maps has been described as "The best single volume of universal history available". Simply complete the coupon below and send it together with your cheque/P.O. for £30.00 (made payable to Times Newspapers Ltd) to the address shown.

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notes

SOLVENT ABUSE

"Ilusions", a Central Office of Information film (made for the Department of Health and Social Security) which deals with the problems of solvent abuse, has won a silver award at the 26th International Film and Television Festival in New York. The film is aimed at professionals and is not suitable for showing to young people. A 40-minute film directed by Malcolm Craddock of Picture Palace Productions Ltd. It is available on free loan to borrowers from education departments and establishments.

EQUAL AREAS

Christie Aid and CAFOD are publishing the first full-size English language version of an unusual world map: "The North and South Map". The map, an "equal area" projection, reflects the size of the

continents more accurately than the familiar Mercator projection, which was originally drawn for the benefit of European navigators.

The map is 35 x 51 inches folded in A4 size and comes complete with background notes. It costs £3.00 and is available from Films and Publications, Christian Aid, PO Box 1, London SW9 9BH or from the Development Education Department, CAFOD, 2 Garden Close, Stockwell Road, London SW9 9TY.

POSTER NEWS

A poster produced by BBC School Radio in conjunction with BBC Radio News seeks to explain how news gets on to the air. It shows the workings of the News Department step-by-step from the early morning meeting to the moment of transmission.

The "In the News" poster comes with pictures on one side and words on the other. It costs £1.00 and is available from the Centre for Educational Technology, Civic Centre, Mold, Clwyd, CH7 1YA.

Man or beast

Man the Inventor

Part 2: The Science of Life
Reference MAN 24/2.
Thirty-seven full frame filmstrip with notes. Price £5.20.
A prerecorded tape cassette commentary has also been produced, £2.70. Available from Visual Publications, 197 Kensington High Street, London W8 6BB.

There is remarkably little visual material available to illustrate the history of biology. This is one attempt to do just that. It covers the period from the time of Ptolemy in the 2nd century AD to that of Darwin in the 19th century.

First it illustrates the influence of Greek, Roman and Arab scientists on the development of knowledge of the living world. Several theories are developed which as the interest in plants

primarily from a medical viewpoint, and the introduction of "Physic Gardens".

Along with the production of herbaria describing the plant world, "Beasties" were produced on animal life. The inadequate descriptions on which early illustrations of animals were based are well illustrated by frames showing a panther and a phoenix. However, animals with which man was familiar are more accurately depicted. Interest in animals gave rise to animal collections; the first of which was set up at Woodstock in the 11th century - which probably accounts for the name of the famous Bear Inn there.

How medieval medicine was influenced by the works of the Greek Galen is illustrated. One section is devoted to explaining how the false trail developed from the Greek notion of the four elements, air, fire, water and earth, may have held back scientific progress for a significant period.

The last section of the filmstrip takes up the story of exploration of the human body from Galen through Leonardo da Vinci and Vesalius to the experimental approaches of William Harvey.

The filmstrip contains some really beautiful material from ancient manuscripts and these are blended with photographs of living animals, for example elephants in Amboseli Park, Kenya, with "Animals leaving the Ark" from the Bedford Book of Hours (c.1433).

The tape commentary, of 16.5 minutes, is on one side with an audible prompt and, on the other side, with an inaudible signal for automatic advance. The notes are very useful, containing commentary, background information, suggestions for further work and a bibliography.

The material is going to be of most value within courses concerned with the history of science, perhaps in the context of a general studies course. However, there are also parts, such as the study of the human body, that would be ideal to broaden any biology course.

Although this is part of an extended series, it is very much to be hoped that the producers will consider continuing the story from the 17th to the 20th century.

John A. Barker

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If this were all, one could simply congratulate Mr. Dickinson on a successful escape story. But because he is as serious as well as a skilled novelist there is always more to his stories than first appears. The girl-healer really does have a special gift, and the High Priest is not just a petty crook; he does have the gift and even shares in a little of it himself. The complicated dreams that give him away, and his habit of drugging his young charge to keep her faith-healing performances up to the mark. As for Barry, he occasionally acts like a dangerously split personality, when he is a danger to everyone concerned as well as to himself. But if readers can accept a plot and characters within it that have some of the necessarily irresolute nature of life itself, if they don't mind a few heavy patches with over a line of dialogue in sight for several pages, then they are ready indeed for this highly individual story from a writer who has himself always been very much his own man.

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as Tucker



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EXTRA

Dicing with death

A common problem with cults is that you often don't know they're happening, and that when somebody tells you that they are you have to accept it for fear of seeming out of touch. So anyone who didn't previously know about role-playing games using books, or Fighting Fantasy game books, or Endless Quest books (as they are variously known) had better be warned.

Crazy-cult-fashion, whatever you call it, the genre has some credibility simply from selling very well. Fighting Fantasy gamebooks, which are published by Puffin, have five places in the Hammicks Group distributors' top 10, and early in December they sold their millionth copy.

The books make you, the reader, into the questing hero. You might be the Captain of the Starship Traveller, or a small boy pitched against malign dwarves, or a nameless adventurer facing ghouls, centaurs, crocodiles, giant spiders, or maybe the Serpent Queen. Whatever it is, you are given the situation and usually a number of variable factors in the first paragraphs. You might have to throw dice to know your skill, stamina and luck points. When you come up against a monster or similar hazard you have to work out its attack strength and your own.

The effort of sorting all this out is daunting, but Ian Livingstone, who wrote several of the books, says that 12-year-olds cope very easily. If that is so one is tempted to paraphrase Groucho Marx and beg for the help of a 12-year-old.

The adventurer has three factors to work on: Combat, Strength and Fortune. The initial strength factor is obtained by rolling 3D6 and adding their total. The effort to understand has to continue through: "an ordinary sword inflicts 1D6 wounds, to be deducted from a monster's SF", and although a magic weapon would in-

crease his wound factor, eg a +2, a Magic Sword would change his wound factor to 1D6+2 for all future combat. In slightly different mode: before you can even begin *The Shamant's Hills* you've virtually got to memorize *The Sorcery Spell Book*.

Once you've established all that, you are given the situation, you read the paragraph that tells you what the quest is, and then you begin to get options. "Will you: Follow him up the stairs - Turn to 261. Draw your sword and attack him - Turn to 54". The numbers are of paragraphs, not pages. Sometimes what looks like the braver choice can land you in a lot of trouble, and sometimes taking the more cautious route can get your head chopped off. Then you could start again.

The whole thing is a bizarre combination of theorems and wizards, of maths and myths - rooted in the Sixties, magic and *Lord of the Rings*, and in the Seventies and *Star Wars*. Though you throw a dice to establish certain things, and there are computer versions of some of the game books, the fantasy angle would seem to have parallels with whatever motivates grown men to dress up as Picts at weekends and go biffing around forests looking for Celts.

However it works, children and even some adults like the game books very much. How much game, and how much book? What about the reading value? Betty Root of Reading University's reading department was initially rather suspicious but changed her mind because of the fantasy element, and because children enjoy them so much. "You can't really regard them as books", she says - but she thinks they stimulate the imagination, and that the language in them is reasonably demanding.

There remains a large question mark over their relevance to girls. Sometimes the adventurer is defined as

male, more often the style of the quest suggests it. Mrs Root says that girls who read them often want to take more time over the choices and to try to work out logical solutions rather than simply to run headlong into action.

The publishers naturally say there is no bias, but TSR Games will shortly be importing a new range called Heartquest especially for girls, for which the publicity promises delights such as "with her magic gems and the help of a handsome young knight... she meets a young prince also searching for his past", and even "two handsome men join Lucia on her quest". This would seem to suggest that TSR at least think the market is not covered by existing books - and that girls are not capable of having adventures without male help.

Of the two current publishers the quality is firmly with Fighting Fantasy. Endless Quest - for slightly younger readers - are full of broad-faced, freckled kids, awful drawings, dogs called Woofy, and American apple-pie schmaltz. There is perhaps a small irony in the fact that although the game book idea is a development of a role-playing game called Dungeons and Dragons (not a book) which was invented by two Americans, the better game books are written and published in England.

Among the Fighting Fantasy titles published by Puffin at £1.50 are: *Forest of Doom* and *City of Thieves*, both by Ian Livingstone; *Starship Traveller*, by Steve Jackson; *The Warlock of Firetop Mountain*, by Steve Jackson and Ian Livingstone. Endless Quest books, published by TSR Hobbies and sold in game shops, include *Revolt of the Dwarves*, *Pillars of Penitence*, and *Mountains of Mirrors*. These cost 95p each and were written by Rose Estes.

Frances Farrer

Bewitched

The Witches. By Roald Dahl. Illustrated by Quentin Blake. Cape £6.50, 224 02165 6

Mr Dahl begins with a note about witches. That's to say, real witches. He has nothing against women, but he has to point out that they always are women. They hate children with a red-hot sizzling hatred. They squelch them. They all look like nice ladies. A witch might be the bright-eyed person sitting opposite you in the bus, the lady with the dazzling smile offering you sweets in the street: she might even be your lovely schoolteacher who's reading you Mr Dahl's story.

Such a precise only hint at the tone of this opening. You could argue, as I believe Mr Dahl would, that it's in a cruel, self-tormenting and disgusted tone that children love. You could say yes, it is in such a vein, and many children could easily be fascinated by it: but that's a fascination that on the whole you'd prefer not to invite children to feel. You could also say that it's a fairly direct attack on such sense as a child has of the general trustworthiness of the world around him.

The story that follows, it goes without saying, is strikingly well told, full of curious and startling detail. It's about a boy whose grandmother knows about real witches. Staying in a hotel the boy discovers that an apparent conference of ladies from the RSPCC is in fact the British witches' annual convention. When the Grand High Witch peels off her pretty face, there's another "dreadful rotting worm-eaten" underneath. The boy is detected and turned into a mouse, with a view to squelching. He escapes, and despite the strength of witches, which reminds him of "the small inside the men's public lavatory at our local railway station", he brings about their defeat and destruction.

No doubt about the excitement the story engenders. It's mesmerizingly readable. It includes the unloved and glutinous child who's a friend of so many of Mr Dahl's stories, and whose end must be ghastly. I am no more squeamish or over-delicate than the next man; but the story does seem the product of a need to express, and to evoke in the reader, quite disturbing orders of disgust and distrust.

Edward Blishen

Puzzling

Monika Belsner's Book of Riddles. Jonathan Cape £4.95 0 224 02091 9

In line with a tradition originating in the Classical world, Monika Belsner has compiled a collection of one hundred riddles - plus one by way of epigraph and one for good luck! Some are taken from nineteenth century sources and some (copyrighted in the name of Jonathan Cape Ltd) appear to be new.

Miss Belsner's selection does little to show the versatility or strength of the riddle tradition. By omitting puns, conundrums and catch questions altogether - something the Ancients would never have done - she courts monotony, while her choice of metaphorical and word-detection ("My first is in... but not in...") riddles tend to be humdrum. The new riddles are without a single exception feeble.

The book's distinction lies rather in Monika Belsner's stippled and harmonious illustrations, each of which contains solutions to the riddles (between seven and nine) printed on the page facing it. These quietly-coloured, almost emblematic water-colours

achieve much of their impact, as do many good metaphorical riddles, through unexpected and slightly surreal juxtapositions.

In one picture, an outsize cow stands in a high pasture against an Alpine backdrop, while above it flutters a kite with a human face and tinsel tail and below it cluster toadstools, a swallow perched on a lantern, a saw, a pair of shoes, a horseshoe... The choice, arrangement and depiction of these items is enough to make the imagination race. These are illustrations that not only supply answers to the riddles but also look like part of some strange story the remainder of which a child will discover inside its own head.

Miss Belsner's epigraph-riddle reads: *When first I appear I seem mysterious, but when I am explained I am nothing serious. Let me disagree with this riddle's view of itself.* A riddle (the word derives from the Old English *raedun* which means to teach or to instruct) is seriously didactic. Using the weapon of wit, it teaches lessons about the precision and ambiguity of language; it reveals the power of metaphor as a way of looking at the world.

Kevin Crossley-Holland



An illustration from Monika Belsner's Book of Riddles

Nicknames

Handles. By Jan Mark. Kestrel £5.50.

Erica wants to be a motor-cycle mechanic - which to her dad would be "almost as unnatural as men having babies". Her brother Craig wants to be a nurse. It sounds like the beginning of a heavy lump of anti-sexist fiction. Don't groan; Jan Mark is much too subtle to perpetrate anything like that. She knows that sex-stereotyping is not a simple, self-contained evil, but an aspect of something much broader. *Handles* is shot through with the tensions between what people are and what they are expected to be.

Why handles? A handle is a descriptive nickname: for instance, a small boy in the story is called the Gremlin, because "when he gets into things, they go wrong". Unlike a given name, a handle, defines you. It could, even help you to know what you are. Erica, working her way into the tatty motor-cycle repair shop whose proprietor has a name for everybody and everything, longs to earn a handle for herself.

I have almost outlined the plot without even trying. There isn't much of one. It is quite a light book. Erica is sent on holiday to her aunt's house in Norfolk. A fragment of peasant economy, infused with slow, sloppy, spoiled Cousin Robert. She hates it, but finds her secret kingdom, the premises of Mercury Motor Cy-

[The repair shop] was dark and gloriously greasy. Its concrete floor was a great grey map stained with hands and components of spilled oil. The ceiling was low, with things hanging from it like in the delisecence on Timber Hill at home, only these things were not foreign sausages but fragments of motor cycles; mud-guards and wheels, tyres and fuel tanks with wonderful designs air-brushed on to their flanks.

man called Elsie Wainwright (yes, there's an explanation for his name); and he too, a married schoolmaster turned mechanic, is up against what is expected of him.

Erica's aunt sends her home pre-maturely in disgrace - a little matter of words rashly inscribed on the sides of mirrors - and she and Elsie shake hands in farewell; that's about all that happens. But she does get her handle; an unduly grand one, perhaps, which I won't divulge.

It's a graceful, witty book, a pleasure to read, and not as slight in theme as in action. It's technically convincing, too; though I suspect that in the end it will appeal more to the bookish than to the bike-lah. Names and naming recur all the way through, but there is one creature in the story that doesn't have a name; the much-loved boxer of Ted Haines, pigkeeper. "Name?" says Ted. "He's got a name. What'd he want a name for? He don't get letters."

John Rowe Townsend

Scottish story weaver

Nineteen eighty-three was a good year for Mollie Hunter. She had two of her most popular books re-issued. *A Sound of Charms* and *The Kelpie's Pearl* - and added two new titles to her score. One, *The Dragonfly Year*, is a sequel to the story of Bridie McShane, begun in *A Sound of Charms*. The other was a new departure, an adventure romance for children around eight, called *The Knight of the Golden Plain*.

The new year promises to be just as busy, with a trip to America, a sequel to *The Knight* already written, and a new book about Travellers being planned.

Mollie Hunter didn't begin by writing for children. Like her own heroine, Bridie, she wanted to write poetry and did so for a time. "It was the music of language that attracted me", she says, "the two extremes of exactitude and subtlety that you find in poetry." But now she finds the same satisfactions in the patterns of folklore, which she recreates in her fantasy novels. "The beauty is all in the structure - there's no need to embroider. But there is high poetic imagery and that is my poetry now."

Works like *The Kelpie's Pearl* (1964) and *The Haunted Mountain* (1972) are dug out of the richness of Scottish folklore and Celtic mythology. *The Kelpie* revives a creature that has become stale through frequent and careless handling, the Loch Ness monster. Mollie Hunter has lived all her life in Scotland, the last 20 years of it in the Highlands, very near Loch Ness, and she has a healthy respect for the monster. When we met on her last visit to London, she chilled my spine, as another believer, with stories of bold Royal Navy divers who had recently refused orders to go back into the Loch for a second time.

Once she had abandoned metrical writing, it was inevitable that Mollie Hunter's prose fiction would be for children. She not only likes and enjoys children, including her own, but also respects them. She used to feel the irony when other people marvelled, "Isn't it good of Mollie to stay with the children?" She always preferred their company, because "small children haven't learned masks and deceit." Mollie Hunter feels the same about very old people, who can't be bothered with all that any more. Now past sixty, she talks enthusiastically and prematurely of being old herself, saying "I can now do exactly as I please. It's all put down to eccentricity now I'm old - before it would have been called forwardness or brassiness."

The last 20 years have seen 22 titles from Mollie Hunter, which divide into distinct genres. As well as the folk fantasies for children of nine and upwards, there are the historical novels for the over-twelves, like *A Pistol in Greenyards* (1965), which are based on true incidents. That one was a stirring re-creation of the brutal eviction of small tenant-farmers by profit-

hungry landlords who wanted to sell the land for sheep-grazing. Like a lot of Mollie Hunter's work for the older age-range, it contains scenes of considerable violence. Her own yardstick for whether violence is acceptable in fiction is that the reader should always identify with those who become involved in it against their will, as victims or defenders.

Her two books about Bridie McShane also have an undertow of horror and it comes as no surprise to learn that they are largely autobiographical. As with Bridie, Mollie Hunter's father was the most important figure in her early life. The childhood



described in *A Sound of Charms*, living in a community of men maimed and scarred by the Great War, was exactly her own. Like Bridie's, Mollie Hunter's father died suddenly and too young, of his war wounds. "I lived with his ghost for 30 years", she says seriously, "that book was my therapy."

It lay for eight years in a bureau drawer, with no intention that it should be published. But when, at her family's persuasion, it was, it rapidly became one of her best-loved books. She got letters from people in the packing department at her publishers and still gets letters from adults and teenagers who have found that it has helped them to cope with a bereavement of their own. A strong sense of anger at social injustice permeates that book and its sequel, springing from the figure of Patrick McShane, whose favourite child Bridie was. She shares his fiery temper and his convictions, which he recognizes when he says, "If I can't make socialists, at least I can breed them!"

One book which doesn't quite fit either of her two usual categories is *The Stronghold* (1974), which won her the Carnegie medal. Historical, yes, but much further back than usual - Orkney in the first century - and with mystical connexions. It was inspired by the circular "brochs" of Orkney, hun-

dreds of them, all built to the same design. They made her speculate on the kind of mind that could have devised these massive stone structures for the protection of the islanders from Roman raids.

It was a hard book to write. Once, to clear a block about part of the story, she drove out to an ancient stone circle on the islands and, stepping inside, got more than she bargained for. "I felt as if my body was a part of the life and I became quite hollow. I turned and ran back to the car. Never have I been so glad of my little modern box of glass and steel."

Mollie Hunter says that her fantasies spring from the oral and her historical novels from the written traditions of Scotland. She is an intensely Scottish person, with the Highlander's love of her native land. To be uprooted from Scotland, she says, in all seriousness, would be for her to die.

I felt in her, as we talked, a dichotomy, which may be a part of that Scottishness. On the surface she is a very capable general person, one who greets life with a cordial handshake. A solid countrywoman, who breeds golden labradors and drinks whisky with her neighbours. Yet there is a darker, private side that emerges in her writing, the deep melancholy strain of the true Celt. But it's not at all gloomy or depressive; it's an asset rather than a handicap.

At present, she's working on ideas for several new novels including a fantasy about Merlin and a third book about Bridie McShane. As Mollie Hunter says, with a self-deprecating laugh, "Fertility has always been my problem!"

Mary Hoffman

Mollie Hunter's books are published by Hamish Hamilton

Sugar and spice

Quick, let's get out of here. By Michael Rosen. Illustrated by Quentin Blake. Andre Deutsch £5.95 0 233 97559 4. *The Way to the Zoo*. Edited by David Jackson. Oxford University Press £5.95 0 10 276045 9.

It was Karel Capek who observed that the young are a secret society and that the old have forgotten that they once belonged to it. But, as he has often demonstrated, Michael Rosen has a remarkable memory. He is also a writer with the rare gift of getting under a child's skin, of reproducing the speech and speech-rhythms of childhood and of recalling with great fidelity its sensory experiences.

Unfortunately, *Quick, let's get out of here* does little more than this. It lacks much of what Mr Rosen's earlier work possesses in large quantity: the cutting edge of poetry. This collection of around 50 pieces, mainly descriptive of the events of a family day - meals, birthdays, bath-time, nappie-time - is nowhere here described as poetry, nor does it often achieve that happy state as it lollups comfortably along among Quentin Blake's jolly drawings.

There is much to entertain, but little to stretch the imagination. The subjects are splendidly observed, but there is an absence of excitement in the language, and not a great deal of the bite and tang and healthy disturbance that an encounter with the real stuff of poetry is likely to create. Despite references to the odd bum and gob, the general effect is bland, certainly undemanding; a disappointing performance this time by a greatly gifted and intuitive writer.

David Jackson's thematic anthology

The Way to the Zoo is presented in the cheerfully unpretentious manner of a children's Christmas Annual of the 1920s: slightly gung-ho illustrations (artist unidentified) and a typography forceful enough to stop a train. Visually, the book may not satisfy the purist, but it seems to me guaranteed absolutely to attract and interest and hold children. Mr Jackson's choice of poem is continuously original, fresh and stimulating with, among much else, wonderfully appropriate pieces by Robin Skelton, Roethke, Hoban, Sandburg and "Banjo" Paterson.

There is also (*pour encourager les autres*, presumably) a sprinkling of excellent poems by children: the language, as ever, salted, peppered and vinegared with the kinds of phrase and image that any adult would be proud to have captured. And the poems are beautifully sited: always an acute problem in anthologizing. George Barker's "Puma", for example, faces a poem on the opposite page by a schoolboy. The Barker reads:

"Within the Puma's golden head
burn jungle, flames and paradises.
And all who look into its red
and fiery eye by fury fed
the Puma paralyses.
The Sun, the Orchid and the Snake
like demons of the Bible
rage in his brow. The earthquake
and the volcanic mountain shake
and tremble in his eyeball."
This is Darren Coyle's "Cheetah".
"A cheetah has metal girder teeth
it goes hurtling down through the
jungle
throwing out its fear."
Clearly, there is no blandness here.

Charles Causley

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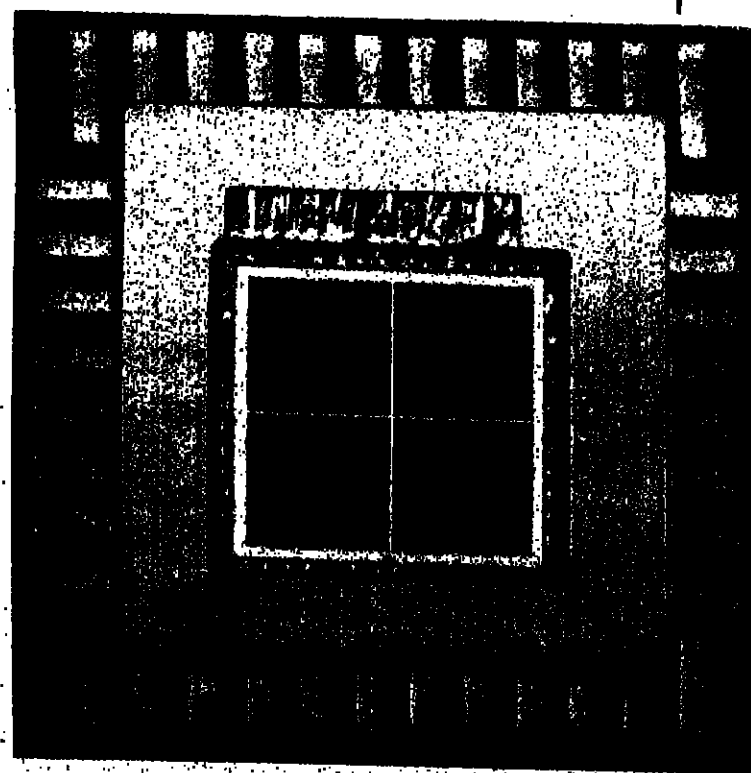
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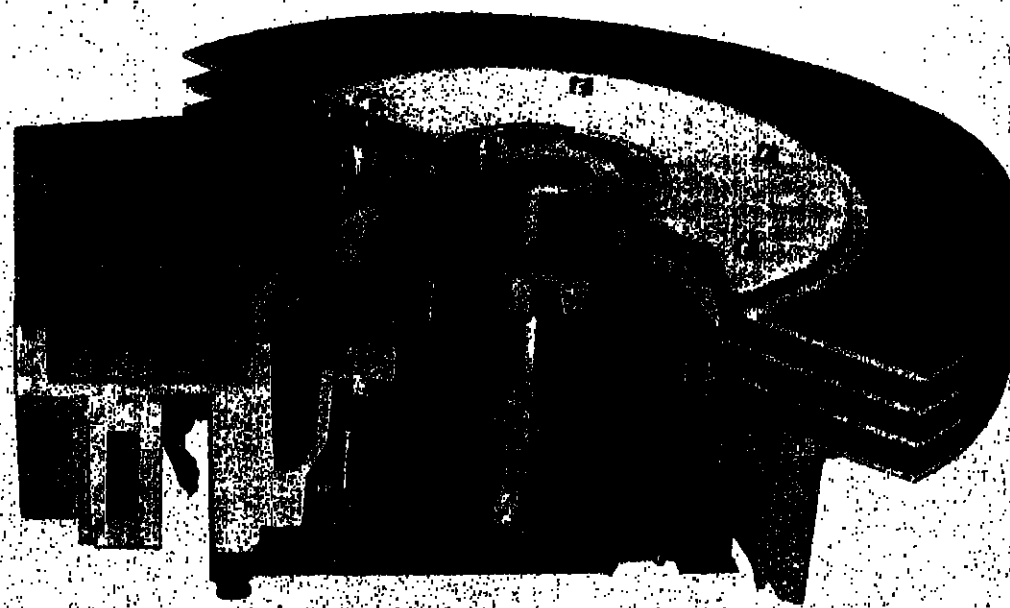
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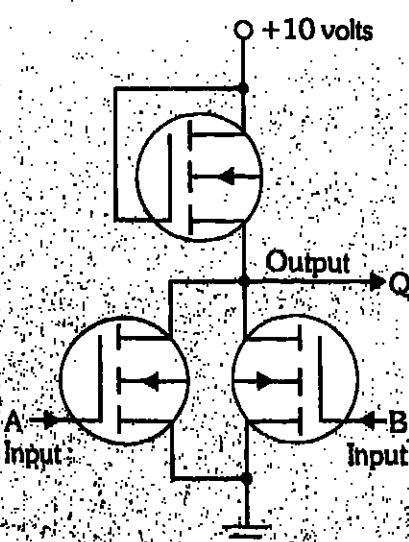
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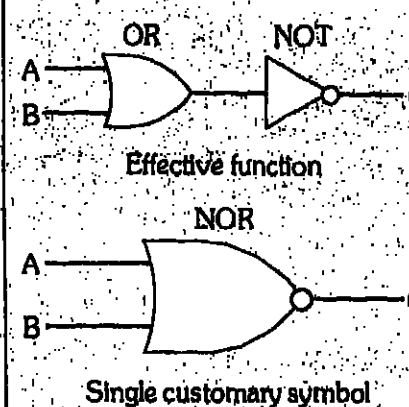
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A terrible beauty

A Parcel of Patterns. By Jill Paton Walsh. Kestrel £5.50. 0 7226 5898 2.
Bonnie Dundee. By Rosemary Sutcliffe. Bodley Head £6.95. 0 370 30963 4.
Summer of the Zepplin. By Elsie McCutcheon. Dent £5.95. 0 460 06133 X.

A Parcel of Patterns is an extraordinary and compelling tour de force. It tells the sombre story – familiar from William and Mary Howitt's poem "The Desolation of Eym" – of the Derbyshire plague village of Eym. In 1665 a parcel of dressmaking patterns brought the plague to Eym from London. In the year that followed, 267 of the 350 inhabitants died. The surrounding villages remained plague free, for the urging of their minister William Morris, and his deposed predecessor Thomas Stanley, the people of Eym sealed their parish boundaries, paying for supplies left at the boundaries stones with money steeped in vinegar.

This is a most dreadful, moving story, and it is related by Jill Paton Walsh with a quiet, unerring restraint which will disturb and possess the reader long after the frenzy aroused by a sensational approach, would have died away. She represents the story as written to appease and settle her dead, to allow her to leave Eym and start a new life. Mall's story – Jill Paton Walsh's only important invention – involves the reader intimately in the consequences of the village's ill luck. Mall's true love, Thomas, comes from a neighbouring village. She refuses to see him, for fear "the sickness would pass from my clothes to his, my hand to his, my very breath to his"; when he continues to seek her, she sends false word of her death. Then, with the bitter irony which operates throughout this book, Thomas, thinking he has nothing to live for, comes to Eym to share its fate. Mall survives, but he does not.

This poignant love story is but one strand of a complex, yet wholly unforced narrative. Mall's is a shrewd and compassionate account of the tensions in a small community under threat, vivid in its depiction of individuals yet never losing sight of the village as a whole. It is seamed with a genuine religious and moral argument about man's proper reaction to misfortune.

Perhaps the most impressive thing about the way Jill Paton Walsh has approached and presented this difficult story is her refusal to idealize the villagers. They are prone to gossip, malice, selfishness as any group. What holds them together as a community, and underpins their heroic self-isolation, is the combination under pressure of the two previously opposed forces of Morris and Stanley. When one poor woman does break her oath and leave the village she is stoned back across the parish boundary. Mall writes, "We had thought ourselves, till then, as close to saints, who willingly remained in Eym for others' sake; now we knew ourselves as prisoners, caged in whether we would or no."

This is a fair sample of the novel's most remarkable achievement: Mall's prose. The formal but simple vocabulary, the plangent rhythms, the slightly stilted syntax are marvellous not as an imitation of how a real Mall would have written, but as a language and a style in which what the fictional Mall has to say can be written. There is something brave and sad and haunting about the prose which would evaporate in a looser, less contrived English. It is artificial in the best sense.

The language of Rosemary Sutcliffe's *Bonnie Dundee*, set some 20 years later, is neither so consistent nor so convincing. The Scottish dialogue often seems stilted, and the narrator Hugh Herriot's conversational interjections ("Eh well, I'm wandering from my story") sit uneasily beside the formalized sweep of his narrative. Hugh is a painter, who in his youth hero-worshipped and followed John Graham of Claverhouse, first Viscount Dundee, who raised the highlanders to victory at Killcrankie in 1689. Hugh is setting down his story to protect Claverhouse's name against slander. He does so with one-sided vigour, and a clean, muscular job he makes of it. But there is very little here to linger in the mind. The trick of attaching the young boy to the great man of action feels tired, and the whole flavour is old-fashioned.

As so often in Rosemary Sutcliffe's novels, the action, especially when it whirls into battle, is boldly handled; but the love scenes are superficial and coy. Where *Bonnie Dundee* falls short of Sutcliffe's usual standard is in its choice of a setting and period which encourages an extension of that coy romantic-

ism to the mainspring of the story. As the title indicates, "Bonnie" Dundee seems to deserve to win because he is so handsome.

Rosemary Sutcliffe is a writer of great force and vitality, and inevitably *Bonnie Dundee* is full of good things. When Claverhouse brings his troops to London, for instance, his disappointment at King James's weakness is foreshadowed in Hugh's description of their camp: "It was a raw grey evening, with the mist creeping all up across the fields from the river. The campfires made tawny smears on the grey of it, and the sounds of the camp seemed smeared and muffled by it, too." The descriptions are a constant, pointed commentary on the action, delivered with matchless economy and exactness. And the subsidiary characters such as the poet James Philip of Amrycose are sketched in with flair. It is in the stereotyped depiction of the central foursome – Claverhouse, Hugh and their loves – and in the reductive process by which she turns the grim figure of Claverhouse into a standard storybook Jacobite hero, that Rosemary Sutcliffe falters.

Elsie McCutcheon's *Summer of the Zepplin* captures well the weary hysteria of a small Suffolk village gripped by a spy panic in the influenza summer of 1918. It is unfair to compare the book with *A Parcel of Patterns*; it makes no claims to such austere beauty. Nevertheless there are similarities, and McCutcheon, like Paton Walsh, is good on village life. The strength of her story is its creation of an authentic village background for the central character Elvira's unhappiness; it is weakened by a number of unlikely devices from some all-purpose literary kit, children's novelists, for the use of. There is a gracious upper-class lady, Miss Kladness, who steps in to do good turns all round; a nasty scandal-mongering woman who turns out to be the very spy she has been warning against; a lost treasure which is the village's luck; a soft-voiced German prisoner who shows Elvira that all Germans are not evil.

Elvira herself, though, is well realized, and readers who sympathize with her feeling of exclusion from the love her stepmother lavishes on her half-brother, and her spirited attempt to establish a home of her own, will barely notice the creakiness of the plot.

Neil Philip



The unicorn who accompanies the good fairy, protector of Beauty in Beauty and the Beast, retold by Deborah Appy (Methuen £7.95). Michael Hague has illustrated the familiar tale with a series of dramatic paintings.

In quest of adventure

The Donkey's Crusade. By Jenn Morris. Bodley Head £6.95. 0 370 30965 5.
Twist of Gold. By Michael Morpurgo. Kaye and Ward £5.50. 0 7182 3971 7.
Five Honest Guineas. By Ronald Rose. Hodder and Stoughton £5.95. 0 340 33066 X.

The quest is one of the basic plots in children's fiction. Everything depends on the author's devising a new variation and getting every ounce out of it. All these books involve a quest, all are set in far-off romantic places, but *The Donkey's Crusade* wins by a good many lengths and will, I imagine, rate as one of this year's outstanding books.

It opens in thirteenth-century Antioch, where Thomas, a few thin, out-thrust garden and converses with the imaginary donkey he dreams of possessing. Thomas has been born into the hereditary gild of Travellers, professional guides whose pooled information and native flair enable them to undertake commissions deep into Conquest Asia. Aware of this, the abbot assigns to escort an elderly Frank-Prester John in search of the mysterious place-shaped advance upon Jerusalem. The young, setting out on the gild-approved term for his contract, is able to insist on the real donkey he has always wanted.

This is typical of Jenn Morris's skilful blend of commonsense and poetic fantasy, already demonstrated in her short stories, *Twist of Gold*. The setting is exotic, the names evocative, like "the Serenendi of Cathay", as her and *Rhinoceros* country and beyond. The characters advance into the *Solihah* where yet even Marco Polo has not been. The ever-changing scenery is vivid; the characters pulsate with personality, and the author's experience of writing radio drama shows to advantage in dialogue which not only conveys essential information, but is tough, it so sure, it is like listening to some strange melody played on a wind instrument with effortless command. Even the talking donkey convinces, in

this wilderness one could imagine anything. This is a richly textured book, subtle in humour and humanity. *Twist of Gold* might have been subtitled "The Luck of the Irish". Sean and Annie are near death in the 1940s famine. Saved by one of the latest English drug addicts, they sail in a half-hut of an emigrant ship to seek their father in America. Episodic vignettes are strung together as in a parent's extempore bedtime story. Paris proves, but there is always a new *dux ex machina*, as though Olympia had a dozen on stand-by. She survives of shipwreck, the children beg in the streets of Boston until rescued by benevolent black and adopted by the kind ladies who employ him. Next, a quixotic colonel sells his beloved Missouri paddle-steamer to take them to the long wagon-trail to California. When they are dying (of thirst, of time) in the desert, an equally altruistic trapper sacrifices a season's profits to help them on their way – though fortunately they immediately discover a huge gold nugget with which to recompense him. Need I say that they find their father and that even mortality whom they left on her death-bed, is already in California to welcome them? The publishers should have coat-hangers with each chapter for the suspension of our disbelief, but the critical children will lap up the sentiment.

In *Five Honest Guineas* the quest forms part of the 1852 Australian gold rush, depicted with much authentic detail by a Sydney-born writer. The seekers too are Irish, but the pace is much less of a paragon, indeed completely feckless, and his daughter wages a constant but losing battle to keep him off the drink. There is a hint of a horse-race, including fist-fights, and a drawn chain, an adept pickpocket and resourceful tinkerer, with an improvable but amusing command of literary English. Some of the coincidences and gusto of the narrative will carry most readers along, to the comically un sentimental denouement.

Geoffrey Trease

Concern is often shown by adults about sexual or violent episodes in teenage books.

Since the early sixties the developing genre of the teenage novel has had to fight for recognition. There have been at least three main strands in its development. Firstly, the American tradition. Isabelle Holland, an author for teenagers who isn't published over here, wrote: "As the sixties passed into the seventies, there came the sound of crashing taboos. Books started talking out loud about sex, puberty, homosexuality, death, drinking and drugs." (Horn Book, February/April 1980). In England there was an educational need. Holbrook and Blisden had written of the problems of teaching English in secondary modern schools. Aidan Chambers defined "the reluctant reader" and devised Topliners. With ROS-LA, CSE and the mixed-ability comprehensive school, teachers couldn't go on exclusively using classic nineteenth century novels as class readers.

So now we have a sizeable body of Anglo-American fiction which could occupy its own, separate space in the library or bookshop. Its contents, as John Rowe Townsend says in *Written for Children* (Kestrel, new edition 1983) are: "Matters... that are of the utmost interest to adolescents but that are not often dealt with in adult fiction, or at least not often looked at from a 'young' point of view."

Published on children's lists, reviewed on children's book pages, mistakenly called "children's books", yet containing materials which "real" children's books don't explicitly deal with, young adult books pose problems for librarians catering for children and teenagers under one roof. Librarians want to stock them out of loyalty to "their" authors, for their sometimes considerable literary worth, and in order to encourage reluctant readers.

However, secondary school children's enthusiasm for reading often expresses itself in ways adults find shocking: they search for and quote, out of context, explicit sexual passages; they study eagerly the most bloodthirsty and sadistic episodes of some horror story or crime thriller. Parents seem most of all to be concerned about sexual relationships in the novel. They fear that reading about teenagers who have sex and enjoy it will persuade their own children to have sexual intercourse before marriage, maybe even before the age of consent. But we are not a homogeneous society: how far should one parent control the reading of the whole school? Parents have the right to confiscate school and public library books, as long as they return them, but often they are too ignorant of the ethical basis of many YA (i.e. Young Adult) books, and of what young people could, and do read, chosen from the adult best-sellers in the local newsagent.

It is not that book-people don't care about the "impressionable and sensitive". A librarian writes to her colleagues in London: "I wonder if any other school librarians find themselves in a dilemma where teenage novels are concerned? Many of them are well-written, sensitive love stories which appeal to adolescent girls, but most of these take for granted a full sexual relationship between characters, one of whom at least is often still at school when they are having sex. I work in a Christian school, where moral values are expected to be taught, and... to a great extent I identify with those values."

The Christian point of view is most forcefully put by Pat Wynne-Jones in *Pictures on the Page* (reviewed TES 19.11.82). She regards teenage novels as still part of children's literature, and thus includes strong criticism of some of them. "They make a body of reading that appears to have a strong anti-family bias and a negative, or even destructive attitude to moral values. It is right that these novels for young adults should reflect the world as it is. The trouble is that they assume that this 'the way it should be' – but then so is growing up."

If *The Scarecrows* was acceptable in the children's department, one might ask whether the bookeller's adult stock had been vetted to the same moral standard? Had they excluded other novels where teenagers discover "the facts of life"? Like *The Go-Between*? And if 14-year-olds are presumably free to purchase from the adult section, why couldn't *The Scarecrows* have been stocked there? The other leading teenage paperback label, Fontana, Lions or Readhead, hasn't faced similar attacks, but Rosemary Sandberg, the editor,

Child or young adult?

Jessica Yates on where libraries and shops place teenage fiction

would establish a separate section for teenage and modern adult fiction. All "Senior" books would be labelled, and books likely to be stolen (including some on sex education) would be kept in my office, but available for loan. Senior books could be lent to third-years and upwards, and a few were restricted to the sixth form. I had very few parental complaints after that. To those ardent librarians who say this is a form of censorship I say that in the real world, where parents have widely differing moral standards, it is a workable compromise. I found this strategy corroborated in *The Reluctant Reader* (Pergamon 1969) where Aidan Chambers demanded a publishing policy which made it clear that "these books are meant for adolescents, will be all right for adults but not for children to read".

As it was, I stocked most teenage novels published in the seventies. (What a crop there was!) Interfused were "quality" adult novels and many others including thrillers and film/TV spin-offs. This is how books might be arranged in an 11 to 19 comprehensive. The comprehensive school is the ideal place to develop a teenage collection, because it caters so precisely for that age-group. Housing the YA novel is much more of a problem for the bookseller and the public librarian, with the temptation quietly to exclude "their" authors, for their sometimes considerable literary worth, and in order to encourage reluctant readers.

Working in a university town, Fiona Waters of Heffers, Cambridge, can extend the range of stock well into quality adult fiction. Teenagers aren't embarrassed to visit a shop frequented by many undergraduates anyway. Her range for older readers includes teenage novels, adult classics, Viragoes,

showed me an extraordinary letter of complaint, from a school inspector in the North. He writes that teachers and parents have complained about Farukh Dhondy's *Come to Mecca* "one of the books which we in this Authority find unacceptable. It does nothing to raise the quality or standard of education. Our pupils need protection from those who, for commercial or other reasons, seek to change traditional values." He criticises the book's "sophistry" and "obscenity" (though without giving examples) and asks Fontana to withdraw it from their list.

That wasn't the first time that Farukh's books. In January 1977 there was a small demonstration backed by the National Front outside Kidbrooke School in South London, over the use of *East End at your Feet* (Macmillan Topliners). The spokesman said the book was "obscene and revolting for girls... a subversive literary work... has literary merit... absolute bloody filth" (*Elbow Times*). The demo had no effect except to reinforce London schools' determination to use the book! But sadly there is another kind of censorship inadvertently operating over *East End at your Feet*. As a non-net publication, it is not stocked in commercial bookshops.

It wasn't surprising to find the specialist children's bookshops doing far better than the general bookshops with children's departments. Dillons, for instance, seemed to have a cut-off age of 13, with Puffin Plus and Lions Interfused, with very few teenage novels. Foyles has its own system whereby publishers buy their space and stock it themselves, thus spotlight-

ing their bestsellers and restocking ad lib. All the large format Paperback Originals from Bodley Head are stocked in the hardback section; ordinary paperbacks are arranged by publisher, Puffin Pluses interfused with Puffins, and Fontana Lions alphabetically arranged, making nonsense of the publishers' division of their stock into children's and teenage paperbacks.

The former Children's Book Centre, renamed Young World, has separate teenage and adult paperback sections, but YA hardbacks are mainly interfused with general stock, though new books have their own display table. I found most of the titles I looked for: Zindels, Cormiers, Bodley Head and Deutsch paperback originals, Judy Blume and so on.

Helen Palba of the Muswell Hill Children's Bookshop spoke to me about stocking teenage material which she feels under 11s aren't ready to read. She doesn't like to see the under 11s losing their childhood, and feels that adolescence is "a time when Parents leave their children to browse in her shop, and she feels responsible for what they find. She sells Raymond Briggs's *When the Wind Blows* and Judy Blume's explicit love story *Forever* to parents who know what they're about and doesn't stock *Go Ask Alice* (drugs) or *Make It Happy* (sex education).

Working in a university town, Fiona Waters of Heffers, Cambridge, can extend the range of stock well into quality adult fiction. Teenagers aren't embarrassed to visit a shop frequented by many undergraduates anyway. Her range for older readers includes teenage novels, adult classics, Viragoes,

and set books. All teenage books are read first in case of complaints. She doesn't find the large format Paperback Original viable, sad to say; but her pet hate is the misleading book jacket on many YA hardbacks, which implies a younger readership than the book's content demands.

In public libraries, teenage collections are being set up from the same motives, and the argument is no longer whether to have them, but whether the children's or adult's department should house them. This varies not only from library authority to authority, but branch to branch; however, one authority specifies in its selection policy that books published for the 13-16 age range "are considered as part of the adult lending stock and are shelved accordingly". This avoids parental complaints, but the teenagers need to be armed with the names of their favourite authors, and can't really browse. Another library selection policy reads: "Care must be taken to ensure that younger children do not borrow books aimed specially at teenagers", and several libraries duplicate stock, with teenage books in children's and adult's departments.

All libraries in my (small) sample but one, had teenage collections, and most had bought the recent titles on my shortlist. In addition, I received some attractive booklists from Nottinghamshire, which are models of their kind. Two other useful sources of information are: *Reading for Enjoyment for 12 and up*, chosen by Chris Kioet of Tameside (Baker Books Service), available from National Book League; and *Material Matters*, the selection guide for Hertfordshire Libraries' Children's Services.

Libraries had standard complaints procedures and usually avoided press publicity. As well as sexuality, violence and pessimism posed problems. Philip Hyne of Gloucestershire has spoken frankly of his book selection problems (*Bookmark* 9 1982). He stocks most of the books I asked about, continued on following page

ZEBRAS ARE BECOMING TEACHERS' PETS

Zebra Books are a stimulating new series of hardbound first books, designed to encourage youngsters to learn in the most enjoyable way

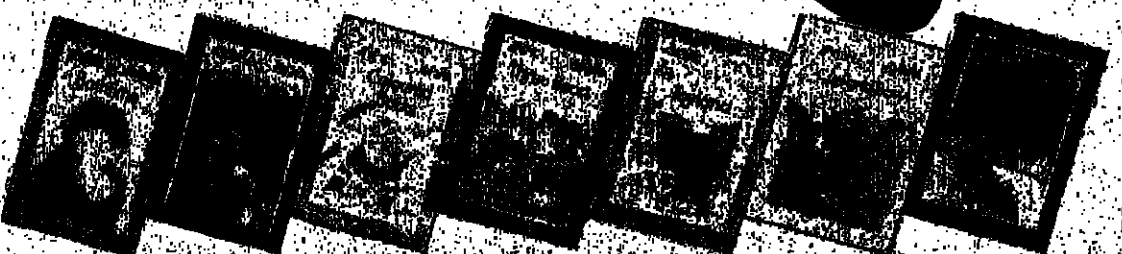
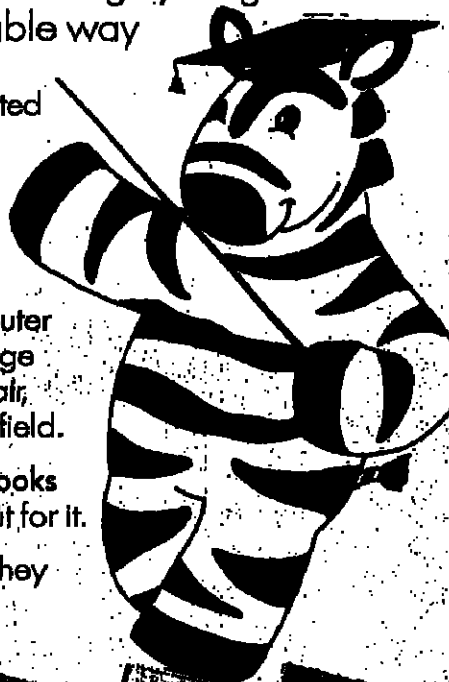
The modern approach of Zebra Books is reflected in colourful illustrations and clear language. At only 75p each, they are excellent value.

To date, there are 24 titles to choose from, with 8 more on the way at the end of March.

Around that time too, we'll be launching computer software based on Zebra Books – an exciting range of programmes created in conjunction with Sinclair, Britain's best-known name in the home computer field.

Meanwhile, further information about Zebra Books is on its way to you in the post, so keep an eye out for it.

Introduce your class to Zebras and you'll find they will become everyone's pets.



Walker Books, 17-19 Hanway House, Hanway Place, London W1P 9DL

Sickness

The Bumblebee Files Anyway. By Robert Cormier. Gollancz £5.95 575 03327 4.

In this novel, the twin themes of masochism and paranoia, never very far away from any of Robert Cormier's writings, this time run out of control. Their setting is a ghastly hospital for children have new drug techniques practised on them on the grounds that at their particular stage they have

nothing to lose anyway. The main plot centres round Barney, a blocked-out case with no memory for the past. Mazzo, a peerless athlete wasting away; plus a lesser cast of kidney-failure and other assorted terminal diseases. Together they plan a dramatic, flamboyant group death by way of a quick release from the hospital, situated appropriately next to a junkyard and staffed by nurses and doctors who seem to have sworn an oath never to smile.

It's just possible that Dostoevsky could have made something of this, but certainly not Mr Cormier. By the time the novel has ended, any intended

serious purpose has long been swamped by tendentious philosophizing and a shameless pulling of authorial strings into order to achieve an instant pulverizing effect. The prose style itself, for example, often goes in for the cheap and slick, so that at one moment Barney's "eyes leapt at their sockets, threatening crazily to spill out onto his lap". While not exactly the literary equivalent of a video game, *The Bumblebee Files Anyway* remains a repulsive work, mixing self-pity and self-loathing in roughly equal proportions.

Nicholas Tucker

Storytrails

Allen Sharp

These 'choose your own plot' adventure stories have proved a great success with children, teachers and reviewers alike.

Four new books out in February:

- Return of the Undead
- Conspiracy of Blood
- The Billion Con-Quest
- The Unsolved Case of Sherlock Holmes

£1.10 net each

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Pole Homes

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Fantastic creatures



Hodder and Stoughton have published a sumptuous facsimile edition of Barrie's *Peter Pan in Kensington Gardens*, inexpensive at £14.95 given the numerous Barrie plates and drawings.

continued from previous page

but draws the line at *The Chocolate War* (Robert Cormier) which he refuses to stock.

There are cases where the children's book world looks after its own, even when a book is published on an adult list. Raymond Briggs's nuclear war fable *The Wind Blows*, rightly issued on the adult list, was swiftly adopted by the children's book world, recommended by Elaine Moss and Pat Triggs for older children, and given the Other Award.

The most sensitive area of all is teenage homosexuality. Very little is published, and it is mostly pessimistic with the moral: "You'll grow out of it." But *Ruby* (Rosa Guy) and *Hey, Dollface* (Deborah Hautzig) are accepted now, and last year Aidan Chambers's *Dance on my Grave*, which includes a homosexual love affair, was published to acclaim from the children's book world. The librarian who wants to stock these books is faced with conflicting pressures: from the moralists who think homosexuality is a problem like drugs, and that gay male sex, being illegal for teenagers, shouldn't be optimistically presented in teenage books, and from the gay campaigners themselves who claim to be a group which needs special provision.

While Chambers' book was accepted, another was virtually ignored: David Rees's *The Milkman on his Way*. Only one review appeared in a children's book reviewing journal - the indefatigable *Material Matters*, which wrote in its special Your Atten-

tion is Drawn To section: "The subject of homosexuality is sensitively portrayed in this well-written story of a teenage boy who learns to accept that he is gay... It includes explicit descriptions of sexual acts." (*Material Matters*, Sept. 1982).

Although the libraries I surveyed stocked Rees's other teenage novels, including *In the Tent*, also on a gay theme, they did not have this one, though as it was published by the Gay Men's Press, not a conventional publisher, the reason is probably ignorance. In one case it was bought by the adult library instead. But *Milkman* was written for young adults, and school librarians shouldn't reject it unread. I would have put it in my office, like *Forever*, after passing it round the staffroom for other opinions. Published as an adult novel it is more likely to get into bookshops and it has sold far better as a B format paperback costing £2.50 than Rees's other teenage novels.

That was a rare example of a Young Adult novel succeeding on an adult list. The teenage novel is endangered rather by caution and a lack of provision than by overt censorship. Book-banners, however, could find other outlets for their energy in the books many adolescents prefer, like bestselling "misfits" and war novels. The new cult of the teenage romance, These, with their stereotyped violence and sexism, might be the truly damaging influence on young minds.

Jessica Yates

Animals and fantasy are classic ingredients of the young child's picture book, and, like most classics, often suffer from the subsequent mediocrity of overkill. Here, the two strands unite in play, dream, or wholly imaginary worlds, of which George, His Elephant and Castle, written and illustrated by John Lawrence (Patrick Hardy £4.95), heads the list for originality. Old soldier George the cat travels in a castle strapped onto an elephant's back, prepared for all contingencies. Off to visit his cousin, he picks up various animals on the way, including a frog, duck, rabbit and, rather surprisingly, a crocodile, who ultimately prove their worth in a disappointingly weak conclusion. The illustrations, however, twinkle with affectionate good humour, each comic situation sketched with the quick, sure touch and facility of pen characteristic of this experienced artist.

William Steig's *Doctor de Soto* (Andersen Press £4.95) has a sharper edge, being a witty tale about a mouse dentist and his wife who outwit a hungry fox with toothache. The many little details in the text, particularly the descriptions of how the Doctor copes with different-sized animal patients, are nicely visualized in spare, simply outlined illustrations, making a happy combination of word and picture. By contrast, *The Feathered Lemon*, written and illustrated by Kate Canning (Hodder & Stoughton £4.95), shows what can happen when a basically sound fantasy idea, involving birds and animals that come alive in a painting, fails to get off the ground due to a totally inappropriate approach. The condescending tone of voice, over-long narrative and equally pretentious artwork, together have a tediously indigestible effect.

The use of animals in fantasy to mirror child concerns and desires calls for the depiction of a warm, loving theme, they did not have this one, though as it was published by the Gay Men's Press, not a conventional publisher, the reason is probably ignorance. In one case it was bought by the adult library instead. But *Milkman* was written for young adults, and school librarians shouldn't reject it unread. I would have put it in my office, like *Forever*, after passing it round the staffroom for other opinions. Published as an adult novel it is more likely to get into bookshops and it has sold far better as a B format paperback costing £2.50 than Rees's other teenage novels.

Play fantasy is the theme of Jill Murphy's *Whatever Next* (Macmillan Children's Books £4.50). Baby Bear files to the moon in a cardboard box for a rocket and wellingtons for space boots, and comes back down the chimney in time for bed. Here again

the security of family life is emphasized by the end ritual of bathing with a comforting Mother Bear. Though this is not an original theme, being seen at its best in the Minarik/Sendak "Little Bear" stories, the text is inoffensive and concise, with smooth, glowing illustrations.

Tom Had a Horse, by Frank Francis, (Hodder & Stoughton £5.50) also uses the play fantasy idea, only Tom is a boy, taken by his mother to visit three nuns. Sent off to play with his toy horse, his imagination sends him both flying over the garden and up to the roof, where, like Baby Bear, he ends up none too clean in the fireplace. There's more than a touch of satire in the vigorous illustrations, with enormous adults that look like grotesquely sculptured giants, and other subtle hints at the tedium of a familiar childhood situation. The contrast between Tom's exultant flight and the indifference of the grown-ups is also neatly realized.

Finally, welcome to *The Party* by John Prater, (Bodley Head £4.95), a hoisterous romp in comic-strip style, the dialogue appropriately contained in balloons. Here the dream fantasy arises out of Lauren's boredom with her parents' party; her imagination turns all her relatives into animal caricatures and her parents into clowns, and things at once begin to liven up. They scramble for mountains of party food, play proper party games, and dance the conga way out into the night in true Wild Things spirit. The transition from polite conversation and staid respectability to pirates, pigs, goats and lions mingling in glorious anarchy is effectively done, and though both theme and some of the visual ideas ultimately derive from Sendak's masterpiece, *The Party* is, perhaps, of more immediate relevance to any child who has ever asked to stay up on a similar occasion.

Tessa Rose Chester

Listen to the book!

First books are getting to look more and more unlike books. Following their superlative good Press-Out series (£1.95 each), Blackie have come out with *First Shape* (£1.50 each) and *Surprise* (£1.25 each). *Where's the Mouse?* the cat and mouse on the outside of the flap are in opposite positions to those underneath, and still more confusingly, different from those on the back of the flap-out. The printed vocabulary doesn't help either as it relies on children's having an adult's perception of size.

Flaps are used to far better effect in Rod Campbell's *Oh Dear!* (Blackie £4.50), the follow-up to the popular *Dear Zoo*. Benjie, an endearing blob of a child, goes in search of eggs on a farm but whose's likely to have them. Oh dear! The same author's *Noley Book* (Blackie £3.95) is another amusing set of discoveries, with bees, telephones and a chicken family all needing dramatic vocalization until we

reach the final teddy with a squeaker in his tummy. Reilly's good fun. Little Toy Board Books from Methuen (£1.25 each) are more conventional. Beautifully drawn by Rod Campbell, *Little Games*, *Little Cakes*, *Little Wheels*, *Little Dolls* and *Little Numbers* show toys in a variety of situations and by some trick of art somehow invested with that friendliness which the best toys have for children. Teddies and dolls stand stiffly but we can see that they are up to the sort of things we always suspected they have just gone still because we're watching.

Colin McNaughton's set of Seasons for Walker Books (£1.50 each) are drawn with great energy. Rather imish round children scanner through appropriate weather and activities for Spring, Summer Autumn and Winter. The jokiness in the illustrations (for instance *Spring* shows under the quilt "rabbits" a real rabbit by a hutch and a child in Easter Bunny gear) should appeal more to adults.

Victoria Neumark

PRIMARY EDUCATION

continued

Scale 1 Posts

WALTHAM FOREST
EMPLOYER
LONDON BOROUGH OF WALTHAM FOREST
Primary School, London E17 6JG
Head: Mrs. S. Hutchinson
REQUIREMENT: APRIL 1984
An enthusiastic, experienced, and capable teacher to take over the primary school and to initially teach a class of 25 pupils.
SCALE 1 plus London Allowance.
Closing date 27th January.
Ref. No. F16/521.

ST. MARY'S R.C. PRIMARY SCHOOL
St. Mary's Road, London E4
Head: Mr. M. Bester
REQUIREMENT: APRIL 1984
An enthusiastic, experienced, and capable teacher to take over the primary school and to initially teach a class of 25 pupils.
SCALE 1 plus London Allowance.
Closing date 27th January.
Ref. No. F16/521.

THOMAS GAMBLE
Primary School, London E17 6JG
Head: Mr. F. Miles
REQUIREMENT: APRIL 1984
An enthusiastic, experienced, and capable teacher to take over the primary school and to initially teach a class of 25 pupils.
SCALE 1 plus London Allowance.
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Ref. No. F16/521.

WHITEHALL PRIMARY SCHOOL
Whitehall Park, London E4
Head: Miss D. Cullimore
REQUIREMENT: APRIL 1984
An enthusiastic, experienced, and capable teacher to take over the primary school and to initially teach a class of 25 pupils.
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BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
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APPOINTMENT OF NEWLY QUALIFIED TEACHERS

The East Sussex Education Committee will have a very limited number of vacancies in primary schools for students who complete their courses this year and who will be seeking posts in September.

Everything else being equal, preference will be given to East Sussex trained or East Sussex grant-aided students.

Unsuccessful applicants to previous 'pools' may apply if they wish and should submit a fresh application.

Application forms (TS2) together with full details, available from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SQ, to whom they should be returned by 18th February, 1984.

Students seeking posts in Secondary Schools should apply for specific vacancies which are advertised in "The Times Educational Supplement". (3671)

PRIMARY AND SPECIAL-SCALE 1 POSTS

A limited number of Scale 1 posts in Primary Schools and in schools for children with moderate and severe learning difficulties will become available in September 1984.

Applications are invited from well qualified and enthusiastic teachers who are seeking the opportunity to work for a full year in the education service. Applicants, both newly qualified and experienced, should indicate clearly the special subjects/interests they are able to offer.

Application forms are available (s.a.s. please) from the Director of Educational Services (Ref: Staffing/GSP), Mercury House, Romford, RM1 3DR.

Closing date for applications and references: 23rd February, 1984.

BARNET

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An enthusiastic, experienced, and capable teacher to take over the primary school and to initially teach a class of 25 pupils.
SCALE 1 plus London Allowance.
Closing date 27th January.
Ref. No. F16/521.

NEWHAM
LONDON BOROUGH OF NEWHAM
Primary School, London E17 6JG
Head: Mrs. S. Hutchinson
REQUIREMENT: APRIL 1984
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Enchanting new picture books



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A. Vesey
All the Higgabothams' preconceptions about the way goats should behave are completely overturned when Gloria comes to live with them! A charming and individual story from the author of *Cousin*.

Blodwyn's Visit, summer 1984 in the 1981 *Children's Choice Awards* £4.50

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Shirley Rousseau Murphy
Illustrated by Tomie de Paola
A wonderful journey is in store for Tattie when she and her house get swept away on the waves of the flood! But when she is on dry land once more, Tattie finds the house has been set down in rather an unusual place.

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continued

BALING
LONDON BOROUGH
EDUCATION SERVICE
GREENWOOD MIDDLE
SCHOOL
Wood End Way, Northolt,
Middlesex UB8 3QC
1984, or earlier if possible.
Group 11 plus 50%
London weighting.
Relocation expenses may be
payable.
Application forms (SAE)
and further details from Chief
Education Officer, Redley
House, 79-81 Uxbridge Road,
Baling, London W5 5BU to be
returned by 21 January 1984
(53771) 120010

NORTHAMPTONSHIRE

**KING JOHN MIDDLE
SCHOOL**
Market Road, Thrapston,
Northants NN14
4JY
Required for September
1984, an able and suitably
experienced teacher for the
Headship of this rural
middle school (group 5),
which caters for pupils in
the 9-13 age range. There
are at present 231 pupils
on roll.
Application form and
further details available
from the County Education
Officer (Ref 8/81/2),
Northampton S.A.S. House,
Northampton, S.A.S. House,
Northampton, S.A.S. House.
Closing date 2 weeks after
the appearance of this
advertisement. (51869) 120010

Deputy Headships

Second Masters/
Mistresses

HAMPSHIRE
**SHIRLEY WARREN MIDDLE
SCHOOL**
Christine Road, Southampton
SO1 4RS
Required April 1984 - Deputy
Headship (Group 11) -
S.A.E. to Head for further
details. Closing date: 30th January
1984. (53141) 120010

Scale 1 Posts

WEST SUSSEX
**NOTRE DAME R.C. MIDDLE
SCHOOL**
Crawley, Sussex
Scale 1 MUSIC
Teacher
J.C. Applicants should be practising and committed members
of the Catholic Church.
Apply by letter to Head-
master (Mrs. J. C. Cullen),
vices, plus names and addresses
of referees as quickly
as possible. (53062) 120010

Science

Scale 2 Posts and above

Remedial Posts

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
**ST. ANDREW'S R.C. MIDDLE
SCHOOL**
St. Andrew's Street South,
St. Edmundsbury, Suffolk
(Mixed comprehensive 9-13;
400 on roll)
Required for May or September
1984, a CO-ORDINATOR
for the school. Further details
from the Headmaster (see
please). (53079) 120010

By Subject Classification

Craft, Design & Technology

Scale 2 Posts and above

KENT
COUNTY COUNCIL
SEVENOAKS DIVISION
SCHOOL
Canterbury, Kent
Group 11
Required for Summer Term
1984 for this 3-form entry, 9-13
Middle School, an enthusiastic
teacher of Craft and Design
Technology. The successful
candidate will be responsible for
the subject throughout the school
with a purpose built Design Studio.
(S.A.E.) (A scale 3, Band
2, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100, 101-102, 103-104, 105-106, 107-108, 109-110, 111-112, 113-114, 115-116, 117-118, 119-120, 121-122, 123-124, 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142, 143-144, 145-146, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164, 165-166, 167-168, 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184, 185-186, 187-188, 189-190, 191-192, 193-194, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206, 207-208, 209-210, 211-212, 213-214, 215-216, 217-218, 219-220, 221-222, 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240, 241-242, 243-244, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260, 261-262, 263-264, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-282, 283-284, 285-286, 287-288, 289-290, 291-292, 293-294, 295-296, 297-298, 299-300, 301-302, 303-304, 305-306, 307-308, 309-310, 311-312, 313-314, 315-316, 317-318, 319-320, 321-322, 323-324, 325-326, 327-328, 329-330, 331-332, 333-334, 335-336, 337-338, 339-340, 341-342, 343-344, 345-346, 347-348, 349-350, 351-352, 353-354, 355-356, 357-358, 359-360, 361-362, 363-364, 365-366, 367-368, 369-370, 371-372, 373-374, 375-376, 377-378, 379-380, 381-382, 383-384, 385-386, 387-388, 389-390, 391-392, 393-394, 395-396, 397-398, 399-400, 401-402, 403-404, 405-406, 407-408, 409-410, 411-412, 413-414, 415-416, 417-418, 419-420, 421-422, 423-424, 425-426, 427-428, 429-430, 431-432, 433-434, 435-436, 437-438, 439-440, 441-442, 443-444, 445-446, 447-448, 449-450, 451-452, 453-454, 455-456, 457-458, 459-460, 461-462, 463-464, 465-466, 467-468, 469-470, 471-472, 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695-696, 697-698, 699-700, 701-702, 703-704, 705-706, 707-708, 709-710, 711-712, 713-714, 715-716, 717-718, 719-720, 721-722, 723-724, 725-726, 727-728, 729-730, 731-732, 733-734, 735-736, 737-738, 739-740, 741-742, 743-744, 745-746, 747-748, 749-750, 751-752, 753-754, 755-756, 757-758, 759-760, 761-762, 763-764, 765-766, 767-768, 769-770, 771-772, 773-774, 775-776, 777-778, 779-780, 781-782, 783-784, 785-786, 787-788, 789-790, 791-792, 793-794, 795-796, 797-798, 799-800, 801-802, 803-804, 805-806, 807-808, 809-810, 811-812, 813-814, 815-816, 817-818, 819-820, 821-822, 823-824, 825-826, 827-828, 829-830, 831-832, 833-834, 835-836, 837-838, 839-840, 841-842, 843-844, 845-846, 847-848, 849-850, 851-852, 853-854, 855-856, 857-858, 859-860, 861-862, 863-864, 865-866, 867-868, 869-870, 871-872, 873-874, 875-876, 877-878, 879-880, 881-882, 883-884, 885-886, 887-888, 889-890, 891-892, 893-894, 895-896, 897-898, 899-900, 901-902, 903-904, 905-906, 907-908, 909-910, 911-912, 913-914, 915-916, 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1659-1660, 1661-1662, 1663-1664, 1665-1666, 1667-1668, 1669-1670, 1671-1672, 1673-1674, 1675-1676, 1677-1678, 1679-1680, 1681-1682, 1683-1684, 1685-1686, 1687-1688, 1689-1690, 1691-1692, 1693-1694, 1695-1696, 1697-1698, 1699-1700, 1701-1702, 1703-1704, 1705-1706, 1707-1708, 1709-1710, 1711-1712, 1713-1714, 1715-1716, 1717-1718, 1719-1720, 1721-1722, 1723-1724, 1725-1726, 1727-1728, 1729-1730, 1731-1732, 1733-1734, 1735-1736, 1737-1738, 1739-1740, 1741-1742, 1743-1744, 1745-1746, 1747-1748, 1749-1750, 1751-1752, 1753-1754, 1755-1756, 1757-1758, 1759-1760, 1761-1762, 1763-1764, 1765-1766, 1767-1768, 1769-1770, 1771-1772, 1773-1774, 1775-1776, 1777-1778, 1779-1780, 1781-1782, 1783-1784, 1785-1786, 1787-1788, 1789-1790, 1791-1792, 1793-1794, 1795-1796, 1797-1798, 1799-1800, 1801-1802, 1803-1804, 1805-1806, 1807-1808, 1809-1810, 1811-1812, 1813-1814, 1815-1816, 1817-1818, 1819-1820, 1821-1822, 1823-1824, 1825-1826, 1827-1828, 1829-1830, 1831-1832, 1833-1834, 1835-1836, 1837-1838, 1839-1840, 1841-1842, 1843-1844, 1845-1846, 1847-1848, 1849-1850, 1851-1852, 1853-1854, 1855-1856, 1857-1858, 1859-1860, 1861-1862, 1863-1864, 1865-1866, 1867-1868, 1869-1870, 1871-1872, 1873-1874, 1875-1876, 1877-1878, 1879-1880, 1881-1882, 1883-1884, 1885-1886, 1887-1888, 1889-1890, 1891-1892, 1893-1894, 1895-1896, 1897-1898, 1899-1900, 1901-1902, 1903-1904, 1905-1906, 1907-1908, 1909-1910, 1911-1912, 1913-1914, 1915-1916, 1917-1918, 1919-1920, 1921-1922, 1923-1924, 1925-1926, 1927-1928, 1929-1930, 1931-1932, 1933-1934, 1935-1936, 1937-1938, 1939-1940, 1941-1942, 1943-1944, 1945-1946, 1947-1948, 1949-1950, 1951-1952, 1953-1954, 1955-1956, 1957-1958, 1959-1960, 1961-1962, 1963-1964, 1965-1966, 1967-1968, 1969-1970, 1971-1972, 1973-1974, 1975-1976, 1977-1978, 1979-1980, 1981-1982, 1983-1984, 1985-1986, 1987-1988, 1989-1990, 1991-1992, 1993-1994, 1995-1996, 1997-1998, 1999-2000, 2001-2002, 2003-2004, 2005-2006, 2007-2008, 2009-2010, 2011-2012, 2013-2014, 2015-2016, 2017-2018, 2019-2020, 2021-2022, 2023-2024, 2025-2026, 2027-2028, 2029-2030, 2031-2032, 2033-2034, 2035-2036, 2037-2038, 2039-2040, 2041-2042, 2043-2044, 2045-2046, 2047-2048, 2049-2050, 2051-2052, 2053-2054, 2055-2056, 2057-2058, 2059-2060, 2061-2062, 2063-2064, 2065-2066, 2067-2068, 2069-2070, 2071-2072, 2073-2074, 2075-2076, 2077-2078, 2079-2080, 2081-2082, 2083-2084, 2085-2086, 2087-2088, 2089-2090, 2091-2092, 2093-2094, 2095-2096, 2097-2098, 2099-2100, 2101-2102, 2103-2104, 2105-2106, 2107-2108, 2109-2110, 2111-2112, 2113-2114, 2115-2116, 2117-2118, 2119-2120, 2121-2122, 2123-2124, 2125-2126, 2127-2128, 2129-2130, 2131-2132, 2133-2134, 2135-2136, 2137-2138, 2139-2140, 2141-2142, 2143-2144, 2145-2146, 2147-2148, 2149-2150, 2151-2152, 2153-2154, 2155-2156, 2157-2

SECONDARY MODERN LANGUAGES

continued

NEWHEAM

LONDON BOROUGH OF

CUMBERLAND SCHOOL

Princes Regent Lane, London

N1 4 8AA. (01-580 1111)

Head Teacher: J. A. McDonald

Teacher: J. A. McDonald

Designation of post: Head

Required to cover: 1st and 2nd

Term: 1st and 2nd

Application forms: 1st and 2nd

Closing date: 1st and 2nd

Interview: 1st and 2nd

Selection: 1st and 2nd

Offer: 1st and 2nd

Start: 1st and 2nd

Salary: 1st and 2nd

Benefits: 1st and 2nd

Other: 1st and 2nd

Notes: 1st and 2nd

References: 1st and 2nd

Comments: 1st and 2nd

Signatures: 1st and 2nd

Dates: 1st and 2nd

Locations: 1st and 2nd

Subjects: 1st and 2nd

Methods: 1st and 2nd

Resources: 1st and 2nd

Equipment: 1st and 2nd

Facilities: 1st and 2nd

Accommodation: 1st and 2nd

Transport: 1st and 2nd

Parking: 1st and 2nd

Security: 1st and 2nd

Health: 1st and 2nd

Safety: 1st and 2nd

Environment: 1st and 2nd

Community: 1st and 2nd

Culture: 1st and 2nd

History: 1st and 2nd

Geography: 1st and 2nd

Science: 1st and 2nd

Arts: 1st and 2nd

Sports: 1st and 2nd

Music: 1st and 2nd

Drama: 1st and 2nd

Dance: 1st and 2nd

Visual Arts: 1st and 2nd

Literature: 1st and 2nd

Languages: 1st and 2nd

Mathematics: 1st and 2nd

Computers: 1st and 2nd

Technology: 1st and 2nd

Engineering: 1st and 2nd

Design: 1st and 2nd

Manufacturing: 1st and 2nd

Construction: 1st and 2nd

Agriculture: 1st and 2nd

Forestry: 1st and 2nd

Fishing: 1st and 2nd

Hunting: 1st and 2nd

Golf: 1st and 2nd

Tennis: 1st and 2nd

Cricket: 1st and 2nd

Rugby: 1st and 2nd

Football: 1st and 2nd

Basketball: 1st and 2nd

Baseball: 1st and 2nd

Softball: 1st and 2nd

Volleyball: 1st and 2nd

Table Tennis: 1st and 2nd

Badminton: 1st and 2nd

Judo: 1st and 2nd

Karate: 1st and 2nd

Martial Arts: 1st and 2nd

Gymnastics: 1st and 2nd

Swimming: 1st and 2nd

Rowing: 1st and 2nd

Canoeing: 1st and 2nd

Sailing: 1st and 2nd

Fishing: 1st and 2nd

Hunting: 1st and 2nd

Golf: 1st and 2nd

Tennis: 1st and 2nd

Cricket: 1st and 2nd

Rugby: 1st and 2nd

Football: 1st and 2nd

Basketball: 1st and 2nd

Baseball: 1st and 2nd

Softball: 1st and 2nd

Volleyball: 1st and 2nd

Table Tennis: 1st and 2nd

Badminton: 1st and 2nd

Judo: 1st and 2nd

Karate: 1st and 2nd

Martial Arts: 1st and 2nd

Gymnastics: 1st and 2nd

Swimming: 1st and 2nd

Rowing: 1st and 2nd

Canoeing: 1st and 2nd

Sailing: 1st and 2nd

Fishing: 1st and 2nd

Hunting: 1st and 2nd

Golf: 1st and 2nd

Tennis: 1st and 2nd

Cricket: 1st and 2nd

Rugby: 1st and 2nd

Football: 1st and 2nd

Basketball: 1st and 2nd

Baseball: 1st and 2nd

Softball: 1st and 2nd

Volleyball: 1st and 2nd

Table Tennis: 1st and 2nd

Badminton: 1st and 2nd

Judo: 1st and 2nd

Karate: 1st and 2nd

Martial Arts: 1st and 2nd

Gymnastics: 1st and 2nd

Swimming: 1st and 2nd

HARINGEY

Progress with Humanity

GLADEMORE COMMUNITY

GLADEMORE SCHOOL

Glade Lane, London

N11 1 8AA. (01-580 1111)

Head Teacher: J. A. McDonald

Teacher: J. A. McDonald

Designation of post: Head

Required to cover: 1st and 2nd

Term: 1st and 2nd

Application forms: 1st and 2nd

Closing date: 1st and 2nd

Interview: 1st and 2nd

Selection: 1st and 2nd

Offer: 1st and 2nd

Start: 1st and 2nd

Salary: 1st and 2nd

Benefits: 1st and 2nd

Other: 1st and 2nd

Notes: 1st and 2nd

References: 1st and 2nd

Comments: 1st and 2nd

Signatures: 1st and 2nd

Dates: 1st and 2nd

Locations: 1st and 2nd

Subjects: 1st and 2nd

Methods: 1st and 2nd

Resources: 1st and 2nd

Equipment: 1st and 2nd

Facilities: 1st and 2nd

Accommodation: 1st and 2nd

Transport: 1st and 2nd

Parking: 1st and 2nd

Security: 1st and 2nd

Health: 1st and 2nd

Safety: 1st and 2nd

Environment: 1st and 2nd

Community: 1st and 2nd

Culture: 1st and 2nd

History: 1st and 2nd

Geography: 1st and 2nd

Science: 1st and 2nd

Arts: 1st and 2nd

Sports: 1st and 2nd

Music: 1st and 2nd

Drama: 1st and 2nd

Dance: 1st and 2nd

Visual Arts: 1st and 2nd

Literature: 1st and 2nd

Languages: 1st and 2nd

Mathematics: 1st and 2nd

Computers: 1st and 2nd

Technology: 1st and 2nd

Engineering: 1st and 2nd

Design: 1st and 2nd

Manufacturing: 1st and 2nd

Construction: 1st and 2nd

Agriculture: 1st and 2nd

Forestry: 1st and 2nd

Fishing: 1st and 2nd

Hunting: 1st and 2nd

Golf: 1st and 2nd

Tennis: 1st and 2nd

Cricket: 1st and 2nd

Rugby: 1st and 2nd

Football: 1st and 2nd

Basketball: 1st and 2nd

Baseball: 1st and 2nd

Softball: 1st and 2nd

Volleyball: 1st and 2nd

Table Tennis: 1st and 2nd

Badminton: 1st and 2nd

Judo: 1st and 2nd

Karate: 1st and 2nd

Martial Arts: 1st and 2nd

Gymnastics: 1st and 2nd

Swimming: 1st and 2nd

Rowing: 1st and 2nd

Canoeing: 1st and 2nd

Sailing: 1st and 2nd

Fishing: 1st and 2nd

Hunting: 1st and 2nd

Golf: 1st and 2nd

Tennis: 1st and 2nd

Cricket: 1st and 2nd

Rugby: 1st and 2nd

Football: 1st and 2nd

Basketball: 1st and 2nd

Baseball: 1st and 2nd

Softball: 1st and 2nd

Volleyball: 1st and 2nd

Table Tennis: 1st and 2nd

Badminton: 1st and 2nd

Judo: 1st and 2nd

Karate: 1st and 2nd

Martial Arts: 1st and 2nd

Gymnastics: 1st and 2nd

Swimming: 1st and 2nd

Rowing: 1st and 2nd

Canoeing: 1st and 2nd

Sailing: 1st and 2nd

Fishing: 1st and 2nd

Hunting: 1st and 2nd

Golf: 1st and 2nd

Tennis: 1st and 2nd

Cricket: 1st and 2nd

Rugby: 1st and 2nd

Football: 1st and 2nd

Basketball: 1st and 2nd

Baseball: 1st and 2nd

Softball: 1st and 2nd

Volleyball: 1st and 2nd

Table Tennis: 1st and 2nd

Badminton: 1st and 2nd

Judo: 1st and 2nd

Karate: 1st and 2nd

Martial Arts: 1st and 2nd

Gymnastics: 1st and 2nd

Swimming: 1st and 2nd

Rowing: 1st and 2nd

Canoeing: 1st and 2nd

SURREY

EDUCATION COMMITTEE

BAMFORD SCHOOL

Bamford Lane, London

N11 1 8AA. (01-580 1111)

Head Teacher: J. A. McDonald

Teacher: J. A. McDonald

Designation of post: Head

Required to cover: 1st and 2nd

Term: 1st and 2nd

Application forms: 1st and 2nd

Closing date: 1st and 2nd

Interview: 1st and 2nd

Selection: 1st and 2nd

Offer: 1st and 2nd

Start: 1st and 2nd

Salary: 1st and 2nd

Benefits: 1st and 2nd

Other: 1st and 2nd

Notes: 1st and 2nd

References: 1st and 2nd

Comments: 1st and 2nd

Signatures: 1st and 2nd

Dates: 1st and 2nd

Locations: 1st and 2nd

Subjects: 1st and 2nd

Methods: 1st and 2nd

Resources: 1st and 2nd

Equipment: 1st and 2nd

Facilities: 1st and 2nd

Accommodation: 1st and 2nd

Transport: 1st and 2nd

Parking: 1st and 2nd

Security: 1st and 2nd

Health: 1st and 2nd

Safety: 1st and 2nd

Environment: 1st and 2nd

Community: 1st and 2nd

Culture: 1st and 2nd

History: 1st and 2nd

Geography: 1st and 2nd

Science: 1st and 2nd

Arts: 1st and 2nd

Sports: 1st and 2nd

Music: 1st and 2nd

Drama: 1st and 2nd

Dance: 1st and 2nd

Visual Arts: 1st and 2nd

Literature: 1st and 2nd

Languages: 1st and 2nd

Mathematics: 1st and 2nd

Computers: 1st and 2nd

Technology: 1st and 2nd

Engineering: 1st and 2nd

Design: 1st and 2nd

Manufacturing: 1st and 2nd

Construction: 1st and 2nd

Agriculture: 1st and 2nd

Forestry: 1st and 2nd

Fishing: 1st and 2nd

Hunting: 1st and 2nd

Golf: 1st and 2nd

Tennis: 1st and 2nd

Cricket: 1st and 2nd

Rugby: 1st and 2nd

Football: 1st and 2nd

Basketball: 1st and 2nd

Baseball: 1st and 2nd

Softball: 1st and 2nd

Volleyball: 1st and 2nd

Table Tennis: 1st and 2nd

Badminton: 1st and 2nd

UNITED WORLD COLLEGE OF THE ATLANTIC

An assistant teacher is required for September 1984 to teach International Baccalaureate English B (EFL) and English A (native) at both Higher and Subsidiary Levels. They should be a graduate in

ENGLISH

Applications to the Headmaster
United World College of the Atlantic,
St. Donat's Castle, Llantwit Major,
South Glamorgan CF6 9WF
from whom further details are available on receipt of s.a.s. 12" x 9".

Closing date: 10th February, 1984.

**OLDHAM
METROPOLITAN
BOROUGH**

MARK DEAN SCHOOL

MANDEVILLE SCHOOL
Eastcote Lane, Northolt, Middlesex UB5 4HW

HANDICAPPED EDUCATION SERVICE

The successful candidate will be expected to develop E.S.N. and other courses for further links with normal schools.

Relevant experience and relevant qualification in teaching handicapped pupils will be an advantage.

For applications form/further details, contact Mrs. M. Brown, Town Hall, Middleton Road, Haddenham, Oxfordshire OX16 9JL by January 5th, 1984.

(Group 6(S))

Required for 1984, a Head for this 2-14 day Special School for up to 120 children with severe learning difficulties, formerly categorised as ESN(S). The school is pleasantly sited in the north-west of the Borough and enjoys modern facilities. Candidates should have substantial experience of working with physically handicapped children and their families.

PRIMROSE HOUSE SCHOOL
4 Barnsey Road, Wethersfield, Essex, S. 10 3 1P

Principal required at £285 listed group 3(a) post which covers for up to 12 children, aged 5 to 16 on a day and residential basis.

Applicants must have recent and successful experience of teaching and ideally will possess a relevant qualification. Surrogate rates apply.

CVs and stamped addressed envelopes for application forms and questionnaires to The General Secretary, National Education Society, 275 Willesden Lane, London, NW2 5SR.

Closing date for receipt of completed forms 15th June and February 1984.
755 160010

WARWICKSHIRE

Appointment of Head

BROOKFIELD HOUSE SCHOOL
Alders Avenue, Woodford Green, Essex
Head: Mr P. Jeffrey
Required for April

Deputy Head Teacher

Group 7(S) £11,084 - £12,270 plus London Allowance - required in this Special School for pupils aged 2-16 years (96 on roll).

Vacancy due to promotion for this all-age day Special School for children with special needs associated with long or short term sickness or physical handicap. In addition its role as a

BRIDGEHIRE
COCKFOS SCHOOL
11, Kingsway, Farnborough
Farnborough 60025
2 Teachers: Mr. S.A.
VIOLIN APPLICANTS
at Farnborough and
MAINTENANCE
MAINTENANCE
MAINTENANCE
Head Teacher: Mr. S.A.
for this school mixed
applicants should have a
minimum of 5 years' expe-
rience in the field and
be holders of an advan-
ced qualification.
Candidates are
encouraged to apply by
contacting the Head Teacher
on 0883 60025.
Further details and an ap-
plication form may be ob-
tained from the Head Teacher
at Farnborough 60025.
Closing date: 27th January. Ref. No. 55/13.

THE VALE PH SCHOOL
Vale Road, London N4 1PG
Tel: 01-800 4772

HEADTEACHER
Group 8S

required for May 1984 or earlier if possible.

The Vale School is an all-age school for physically handicapped pupils; it has well-established nursery and primary departments, and a major feature of its secondary provision is a successful scheme for integration in a local comprehensive school.

A candidate is sought with wide special education experience and a diploma in special education.

London Allowance (£387) payable.

Removal expenses — 100% allowed in approved cases.

Application forms and further details (a.s.a.) may be obtained from the Chief Education Officer, Education Offices, 48-82 Station Road, Wood Green, London, N22 4TY, to whom forms should be returned by 27th January 1984.

Haringey

Progress with Humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Director of Education,
14 Chadderton, Oldham
Lancashire, OL1 3JN
27th January 1984
(16)

SOUTH YORKSHIRE

FORM HOUSE SCHOOL
4 Barnsley Road, Wetherby
Leeds, LS23 7JN

Principal required at
£25,000 listed group 3(a)
for 1985-86. The school
has 100 children aged 4 to 18
and requires a dynamic and
ambitious head and
educational basis.

Applicants must have re-
levant and successful ex-
perience in the develop-
ment and ideally will poss-
ess advanced qualifications
in the field of education.
Salary, pension and other
benefits will be in line with
the current rates apply-
ing to the post.

Essential: send stamped
envelope for application
forms and further in-
formation to the
County Council, 274 Wilton
Road, National Autis-
tic Society, 274 Wilton
Road, London, NW6 8BS.

Closing date for receipt
of complete applications
15th February 1984
(785) 160010

WARWICKSHIRE

**Appointment of Head,
RIDGEMOUNT SPECIAL
SCHOOL**
Rugby Road, Warwick
CV4 9JW

Applications are invited

school is pleasantly sited in the north-west of the
Borough and enjoys modern facilities. Candidates
should have substantial experience of working with
mentally handicapped children and their families,
knowledge of curriculum development and an ap-
plication of techniques in the field of special education.

Ealing Special Schools will remain an essential part
of provision for children with special educational
needs. It is expected that the Heads will be actively
involved in wider aspects of Special Education within
the Borough.

The post attracts a London Allowance of £987.

Further Information: The Authority gives the staff in
Special Education priority consideration for
applications for financial assistance towards the many
part-time advanced degree and diploma courses which
are available in the London area.

Relocation expenses may be payable in appropriate
cases.

Application forms are available from Mr. R. J.
Hartley, Chief Education Officer, Hadley House, 79-
81 Uxbridge Road, Ealing, London W5 6SU (SAE).
Closing date 27th January 1984.

Application form and other details may be obtained from the Education Officer, Department of Education, 100, Trafalgar Square, London, W.C.2, on a completed form which should be returned by 27th January 1984. (0171) 754 10010.

Headships
Head Masters/
Headresses

SURREY
BRIDGEHIRE
GEORGE'S SCHOOL
10 Avenue, Peterborough
Peterborough PE6 8BS
Telephone 0535 552211
MALE APPLICANTS
ARE NOT RECOMMENDED
FOR POSTS
OFFERED FOR EASTER
Head Teacher posts
at this school are mixed
sex (M/F/S) and mixed
sex applicants should have a
background in special
education experience in the
M/F/S and a preference
for students of an adv.
or qualified in an adv.
or special housing assistance.
Successful candidates are
invited to visit the school by
contacting the Head Teacher
for an appointment.
Further details and an application form may be
obtained from the Education
Officer at the above
address or by 27th January,
1984.

BRICK HEED HOSPITAL
Alders Avenue, Woodford Green, Essex
Head: Mr P. Jeffrey
Required for April

Deputy Head Teacher
Group 7(S) £11,094-£12,270 plus London Allowance - required in this Special School for pupils aged 2-16 years (96 on roll).

Vacancy due to promotion for this all-age day Special School for children with special needs associated with long or short term sickness or physical handicap. In addition to its role as a Special School, Brickhead serves as a base for hospital and home tuition services and liaison with other Schools.

Particular responsibility for organisation and curriculum in the secondary department throughout the ability range to public examination level including liaison with mainstream comprehensives as well as full involvement in internal management of the school. An ability to teach general science desirable, but additional qualifications/experience in special needs is essential.

Relocation expenses may be applied for in approved cases. Application form and further details available on receipt of a.n.f. from the Education Officer, Municipal Offices, High Road, London E10 5GJ.

Closing date: 27th January. Ref. No. S5/13.

AN EQUAL OPPORTUNITY
SCHOOL
Applicants are considered for their suitability for the post regardless of race, sex, religion, age, marital status, or sexual orientation.

Waltham
Fores

SPECIAL DEPUTY HEADS

continued

HERTFORDSHIRE
AUTISTIC COMMUNITY

DEPUTY DIRECTOR
Wanted April or soon-
est. Day Centre for Au-
tistic Adults. Com-
mitted, experienced educa-
tional resource, skilled in
directing teaching pro-
grammes, able to provide
support to staff and
liaison with parents.
Salary £10,000 p.a.
For application form and
job description, send
to: Mrs. C. Smith, Oak
Lane, Baldock, Herts.
SG7 6JF. (0438) 55512

This is a re-advertise-
ment. Previous applicants
need not apply. (53552) 160012

HERTFORDSHIRE

BRANDLES CLOSE SCHOOL
Wotton Way, Baldock, Herts.
SG7 6JF. (0438) 55512

DEPUTY HEADTEACHER
Group 3 (8) required for at
least 1 year. There is strong
possibility that the school
will be re-organised (see
p. 61) from 1st September

The school provides for the
educational needs of
secondary aged children with
moderate learning difficulties.
Experience in Special Educa-
tion and have an Advanced
Education Certificate (AEC) or
equivalent.

Further details and applica-
tion forms available from the
Headmaster at the school.
Candidates are welcome to
visit the school. Closing date
4th January 1984. (53188) 160012

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
Kiln Road, Maidstone, Kent
ME14 4JF. (0622) 73333

Required as soon as possible
for the post of Deputy Head-
teacher of a secondary school
with 15 pupils and special
needs. A dedicated teacher,
teacher for the post of Deputy
Head Teacher, AEA and sleeping
in school.

Application forms available
from the Head Teacher. (53188) 160020

Wiltshire

WILTSHIRE COUNTY COUNCIL

Education Committee

BRIMBLE HILL SCHOOL, WROUGHTON
Required for April, 1984, or as soon as possible
thereafter, a

DEPUTY HEAD TEACHER

for this special day school for pupils aged 2-16 plus, with
severe learning and developmental difficulties.
The school is at present within Burdorp Hospital, in
September, 1985, it will move into the appropriately
modified buildings of a modern primary school in
Swindon.

Application form and further details (SAE please)
from and returnable to: Chief Education Officer,
County Hall, Trowbridge, Wiltshire BA14 8JB by
30th January, 1984.

SURREY

COUNTY COUNCIL

Fringe Area London Allowance £288 p.a.
throughout the county.
Temporary housing may be available.
Generous relocation expenses in approved cases.

SECOND MASTER/ MISTRESS

TEMPLE COURT SCHOOL, Guildford
Second Master/Mistress required. Summer Term 1984 for this
Group 7 (14) Day School for boys and girls aged 5-16 years with
moderate learning difficulties.
Enthusiastic NQT 160.

Salary scale £11,094-£12,270 p.a.
Ability to work creatively and offer a wide range of practical
activities with a class of 13-14 year old boys. In this class
projects and other responsibilities.
Application forms and further details from Head. Tel: Guildford
08973 (SAE please).

Completed applications should be returned by 27 January
1984.

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON

TYNE

EDUCATION COMMITTEE

CITY OF NEWCASTLE UPON

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By Subject Classification

Arts and Design

Heads of Department

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Physical Education

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Colleges of Further Education

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ilea Inner London Education Authority

CITY LITERARY INSTITUTE

Stukeley Street, Drury Lane, WC2E 5LJ

Principal

required for September 1984. The Institute provides non-vocational day and evening classes for men and women in a wide variety of craft and cultural subjects. Approximately 11,000 students enrol during each academic year. Applicants should have relevant teaching and organising experience.

Salary scale in accordance with Burnham (F.E.) Report, Principal Group 4 (Max): £19,269, plus £987 London Allowance.

Assistance may be given towards household removal expenses.

Details and application forms returnable by 27 January 1984 from the Education Officer (CEC.5), The County Hall, SE1 7PB, (stamped addressed foolscap envelope.)

ILEA is an equal opportunities employer

ilea colleges

Inner London Education Authority

Adult Education

Applications are invited for the following posts. Salary scales in accordance with the Burnham (F.E.) award: LECTURER GRADE II (and part time post) on an instrumental scale within the range of £24,438-£32,736 starting point depending on qualifications, training and experience. LECTURER GRADE II £27,125-£31,988. SENIOR LECTURER £10,285-£12,082 (day). £13,441. Subject to formal approval. For all posts, there is an Inner London Allowance of £987. ILEA is an equal opportunities employer.

CAMDEN ADULT EDUCATION INSTITUTE
Holloway Road, NW5
Required as soon as possible. LECTURER in the Art Department. The Institute has a long and progressive Art Department. LECTURER in the Art Department. The Institute has a long and progressive Art Department. LECTURER in the Art Department. The Institute has a long and progressive Art Department.

CLAPHAM-BATTERSEA ADULT EDUCATION INSTITUTE
8 Eglwy Road, SW4
Applications are invited for the following posts: ASSOCIATE LECTURER 1, 1st, to work in the Art Department, offering one of Painting and Drawing, or Graphics and Printmaking, or Photography.

The successful candidate will have a postgraduate qualification in the relevant art, in consultation with the head of department, demonstrate education work, and be a member of the Institute's staff.

We are looking for someone who is an experienced and enthusiastic adult education tutor who combines a commitment to further education with a determination to make it accessible to all.

Further details and application forms available from the Senior Administrative Officer, Clapham-Battersea A.E.I., Clapham Common, Clapham, London SW4 7LW. Please enclose a foolscap SAE.

EDUCATION ADVISE IN WANDSWORTH
We are seeking to appoint two full-time posts: LECTURER 1 - Co-ordinator of the Education Advise in Wandsworth.

The co-ordinator will be employed by the LEA and will be responsible for the day to day running of the Education Advise in Wandsworth.

LAMBETH ADULT EDUCATION INSTITUTE
Lambeth Palace, London SE1
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Further details and application forms available from the Senior Administrative Officer, Lambeth Adult Education Institute, Lambeth Palace, London SE1. Please enclose a foolscap SAE.

EDUCATION ADVISE IN WANDSWORTH
We are seeking to appoint two full-time posts: LECTURER 1 - Co-ordinator of the Education Advise in Wandsworth.

COLS OF H.E.
continued

SOUTHAMPTON

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION
The Avenue, Southampton SO9 5BB

Tel: Southampton 57861

LECTURER II IN FRENCH

Applications are invited for the post of Lecturer II in French within the Modern Languages Department for September 1984.

The successful applicant would teach French language, literature and civilisation courses within the Department.

Further details from the Principal, La Sainte Union College of Higher Education, The Avenue, Southampton SO9 5BB.

Closing date for applications 3 February 1984 (61555) 440000

Adult Education

KENT COUNTY COUNCIL
TUTOR FOR EUROPEAN PROJECT (TEMPORARY)

LECTURER GRADE II

Post based at Adult Education Centre, Maidstone, Kent. The post holder will be responsible for co-ordinating and supervising the work of the Centre.

Further details and application forms available from the Principal, Adult Education Centre, Maidstone, Kent. Closing date for applications 30 January 1984 (61576) 380000

V.S.O.

THE PHILIPPINES
Required to conduct the adult education course for the year 1984-1985.

Further details and application forms available from the Principal, Adult Education Centre, Maidstone, Kent. Closing date for applications 30 January 1984 (61576) 380000

EDUCATION INSTITUTE

CLAPHAM-BATTERSEA ADULT EDUCATION INSTITUTE
8 Eglwy Road, SW4

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Other Appointments

NEWHAM

LONDON BOROUGH OF NEWHAM
HOUSE C.H. (E) Sutton Road, London E15

Applications are invited for the following posts: LECTURER 1, 1st, to work in the Art Department, offering one of Painting and Drawing, or Graphics and Printmaking, or Photography.

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Further details and application forms available from the Senior Administrative Officer, Newham Adult Education Centre, Sutton Road, London E15. Please enclose a foolscap SAE.

EDUCATION INSTITUTE

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Principal

Kruston Hall Residential College for Adult Education
Burnham Further Education

Applications are invited from persons with appropriate qualifications and management experience in the field of adult education for the post of Principal which falls vacant on 1 May 1984.

The Principal will be responsible for all aspects of the work of the College and in particular will organise and develop the existing programme of day and short residential education courses for adults.

Salary: currently Burnham FE Principal Group 1 - £13,716.

Application forms and further details are available from The County Education Officer, Further and Higher Education Branch (CRD/MH) Education Department, Northampton House, Wellington Street, Northampton NN1 2HX (SAE please) to whom they should be returned by Friday 28 January 1984.

Northamptonshire Education

NEWHAM

LONDON BOROUGH OF NEWHAM
HOUSE C.H. (E) Sutton Road, London E15

Applications are invited for the following posts: LECTURER 1, 1st, to work in the Art Department, offering one of Painting and Drawing, or Graphics and Printmaking, or Photography.

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Further details and application forms available from the Senior Administrative Officer, Newham Adult Education Centre, Sutton Road, London E15. Please enclose a foolscap SAE.

EDUCATION INSTITUTE

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8 Eglwy Road, SW4

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Lambeth Palace, London SE1

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8 Eglwy Road, SW4

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ST. WILLIAM'S COMMUNITY HOME

MARKET WEIGHTON, YORK YO4 3HA

COUNSELLOR

£9,660-£10,539 (R.C.C.O. Grade 7)

Applications are invited for the above vacancy in this Roman Catholic Community Home (with Education) which currently accommodates up to 70 delinquent and/or maladjusted boys, aged 11 to 17 years, and which is presently being redeveloped to provide self-contained Units for up to 12 boys.

The Home is in an attractive rural situation mid-way between the contrasting cities of York and Hull. It offers easy access to the beautiful scenery of the Yorkshire Coast, the East Yorkshire Wolds and the North Yorkshire Moors, while the nearby M62 provides fast travel to many parts of the country.

Candidates should be qualified and experienced in work with difficult adolescents and able to rotate to a multi-disciplinary staff, many of whom are already involved in counselling though not all are trained as counsellors. The primary role of the Counsellor is to undertake counselling activities with individuals and with groups of boys, but support for staff who are developing counselling skills and involvement with families are also important aspects.

A suite of rooms is available as a therapy unit and a variety of resources is available, including audio-visual equipment.

The successful applicant will be directly responsible to the Assistant Principal (Social Work) and will work 39 hours per week, which will include some evening and weekend work with 6 weeks annual holiday.

Informal Visits are welcome and can be arranged by contacting The Principal, Brother James (0856 72218).

Application Forms from The Administrator, Catholic Child Welfare Society, 110a Lawrence Street, York YO1 3EB. (571)

HOUSEMOTHER (RESIDENTIAL)

Salary £3849-£5493

Required for 39 hours per week at The Gables Hostel, Willand, which provides accommodation for girls in the age range 7-16 years and junior boys in the age range 7-11 years (a maximum of 20 children), who have emotional or behavioural difficulties. It is organised on a family group basis and we are looking for someone to join the present successful team as a houseparent. You are advised to contact the Warden (Tel Cullompton 33241) for an informal talk about the vacancy. Salary £4200 at age 21 and over.

Application form and further details from and returnable to the East Devon Area Education Officer, 7 Barnfield Crescent, Exeter, by 26 January 1984.

DEVON

COVENTRY CITY COUNCIL
COMMUNITY WORKER (FAMILY)

SIDNEY STRINGER
COMMUNITY COLLEGE

JNC 3b £6,178 - £9,185

An experienced Community Worker is wanted to work with the City of Coventry's Community College. The successful candidate will be responsible for the day to day running of the College and will be responsible for the day to day running of the College.

Further details and application forms available from the Principal, Community College, Sidney Stringer, Coventry. Closing date for applications 30 January 1984 (61576) 380000

EDUCATION

YOUTH SERVICE

Full Time Youth Workers

Applications are invited from experienced Youth Workers for two posts in small towns in the mid-Bedfordshire Area which is rural in character.

SENIOR WORKER

Biggleswade Youth Centre, supervision of a full-time worker and part-time leaders. Also he/she will be expected to develop links within the Community for the benefit of young people and to support local youth groups.

JNC 3 points 4-8 £8178-£9183 p.a.

The person appointed will have responsibility for the Biggleswade Youth Centre, supervision of a full-time worker and part-time leaders. Also he/she will be expected to develop links within the Community for the benefit of young people and to support local youth groups.

Further details and application forms, returnable by 20th January 1984, from the Divisional Education Officer, Education Office, Avenue of Remembrance, Sittingbourne ME10 4DD.

County Education Officer W. H. Petty, CBE, MA, BSc, D.Lit.

SENIOR WORKER

JNC 3 points 4-8 £8178-£9183 p.a.

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YOUTH + COMMUNITY

continued

YOUTH SERVICE

Applications are invited from persons with appropriate qualifications and management experience in the field of adult education for the post of Principal which falls vacant on 1 May 1984.

The Principal will be responsible for all aspects of the work of the College and in particular will organise and develop the existing programme of day and short residential education courses for adults.

Salary: currently Burnham FE Principal Group 1 - £13,716.

Application forms and further details are available from The County Education Officer, Further and Higher Education Branch (CRD/MH) Education Department, Northampton House, Wellington Street, Northampton NN1 2HX (SAE please) to whom they should be returned by Friday 28 January 1984.

Principal

Kruston Hall Residential College for Adult Education
Burnham Further Education

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THE ENGLISH SCHOOLS FOUNDATION Hong Kong

Applications from fully qualified teachers with a minimum of two years teaching experience are invited for the posts listed below which will be vacant in September, 1984.

Applicants should write immediately (by airmail) giving full details of education, qualifications, experience and marital status. Each candidate should state clearly the post in which he is chiefly interested. If a husband and wife both wish to apply for posts application should be made in separate letters, each stating the post for which the spouse wishes to be considered. For all posts a substantial commitment to extra-curricular activities will be an advantage and candidates should indicate relevant interests in their letter.

Applications for secondary school posts should be addressed to the Principal of the school concerned. Applications for primary posts should be sent to the Deputy Secretary (Primary), The English Schools Foundation, GPO Box 11284, Hong Kong.

Information will only be sent to selected candidates who will be asked to complete formal application procedures. A candidate who has not received a reply by the end of February should presume his application has been unsuccessful. Interviews will be conducted in London between 28th March and 8th April, 1984.

The Foundation at present manages four secondary and eight primary schools. Additional schools are being planned. All the schools are co-educational and follow a normal English pattern of education.

Salaries are paid in Hong Kong currency. The scales for assistant teachers conform to the UK Burntish standards and Scale 1 commences at HK\$7,085 per month and the Senior Teacher scale reaches a maximum of HK\$17,390 per month. The values of the salary points are expected to be further adjusted from April 1984, to match changed costs of living. The latest band indicates the intended grading of senior posts though other appointments may be on scales higher than 1 where appropriate. Contracts are for two years and are renewable. A gratuity of 50% is paid at the end of each contract period. Air passages, medical services and subsidised housing are provided for overseas recruits.

Primary Schools
Beacon Hill School (Principal Mr R. P. Lyden), Group 7, Scale 1 - Infant/Middle.
Bradbury Junior School (Principal Mr R. L. Brown), Group 6, Scale 2 (Head of Department - Mathematics).
Glenside Junior School (Principal Mr H. J. Drummond), Group 6, Deputy Head, Scale 2 (Science/Computers/Physical Education).
Kowloon Junior School (Principal Mr G. T. Davies), Group 7, Scale 2 (Environmental Studies).
Peak School (Principal Miss P. L. Young), Group 6, Scale 1 (Infant/Lower Juniors).

Quarry Bay School (Principal Miss J. M. Mackenzie), Group 6, Scale 2 (Music).
General applications are invited for Scale 1 and 2 posts which may become vacant.

Secondary Schools
Shatin College (Principal Miss J. M. Bray), Co-educational, recently opened with two streams in Forms 1, 2 and 3 requires for September 1984: (a) Teacher of French with Spanish as second language (Scale 2); (b) Teacher of Mathematics with Graphical Communication and/or Craft (Scale 2); (c) Teacher of Music preferably with English as second subject (Scale 1). Application should be made to: The Principal, Shatin College, 2 Tin Kong Road, Kowloon, Hong Kong.

King George V School (Principal Miss A. M. Smith), Co-educational, Group 11, 950 pupils with 150 in the Sixth Form requires for September 1984: (a) Head of the Special Education and Remedial Department (Scale 2); (b) Teacher of Chemistry to 'A' level with Combined Science in Junior (Scale 1); (c) Teacher of French and German to 'O' level with the possibility of 'A' level work (Scale 1). An interest in and ability to assist with the Duke of Edinburgh's Award Scheme, sailing or outdoor pursuits will be an advantage. Application should be made to: The Principal, King George V School, 2 Tin Kong Road, Kowloon, Hong Kong.

South Island School (Principal Mr R. E. Brook), Co-educational, Group 11 school, 750 pupils with 100 in the Sixth Form requires for September 1984: (a) Head of Modern Languages, French to 'A' level with subsidiary German (Scale 4); (b) Head of Religious Education, a suitable experienced person is sought to co-ordinate the teaching of the well established subject (Scale 2); (c) Teacher of Mathematics (Scale 1); (d) Teacher of Physical Education, a man or woman is sought who is able to offer one or more of the following: Swimming, Olympic Gymnastics, Dance, Basketball/Netball. Application should be made to: The Principal, South Island School, 50 Nam Fung Road, Hong Kong.

St. Mary's School (Principal Mr C. H. R. Niven), Co-educational, Group 12 school, 1450 pupils with 220 in the Sixth Form requires for September 1984: (a) Head of Biology to lead a team of four teachers and two laboratory staff (Scale 3); (b) Teacher of Junior Science/Combined Science to lead the Dept. Chemistry and Biology as a second subject preferred (Scale 2); (c) Teacher of Graphical Communication/Craft, Design and Technology to 'O' level (Scale 1); (d) Two teachers of Mathematics to S.N.P. 'O' and 'A' levels with strong interest in Computing (Scale 1 & 2); (e) Teacher of Home Economics to 'A' level. Must have strong interest in Food Science and Consumer Education (Scale 1); (f) Teacher of French to 'O' level (Scale 1). An interest and ability to assist with sailing will be an advantage. Application should be made to: The Principal, St. Mary's School, 20 Bonnet Road, Hong Kong. Please note that a firm commitment to extra-curricular activities and/or coaching of games will be expected by all Principals.

St. Peter's School (Principal Mr R. E. Brook), Co-educational, Group 11 school, 750 pupils with 100 in the Sixth Form requires for September 1984: (a) Head of Modern Languages, French to 'A' level with subsidiary German (Scale 4); (b) Head of Religious Education, a suitable experienced person is sought to co-ordinate the teaching of the well established subject (Scale 2); (c) Teacher of Mathematics (Scale 1); (d) Teacher of Physical Education, a man or woman is sought who is able to offer one or more of the following: Swimming, Olympic Gymnastics, Dance, Basketball/Netball. Application should be made to: The Principal, St. Peter's School, 50 Nam Fung Road, Hong Kong.

St. Paul's School (Principal Mr R. E. Brook), Co-educational, Group 11 school, 750 pupils with 100 in the Sixth Form requires for September 1984: (a) Head of Modern Languages, French to 'A' level with subsidiary German (Scale 4); (b) Head of Religious Education, a suitable experienced person is sought to co-ordinate the teaching of the well established subject (Scale 2); (c) Teacher of Mathematics (Scale 1); (d) Teacher of Physical Education, a man or woman is sought who is able to offer one or more of the following: Swimming, Olympic Gymnastics, Dance, Basketball/Netball. Application should be made to: The Principal, St. Paul's School, 50 Nam Fung Road, Hong Kong.

St. Vincent's School (Principal Mr R. E. Brook), Co-educational, Group 11 school, 750 pupils with 100 in the Sixth Form requires for September 1984: (a) Head of Modern Languages, French to 'A' level with subsidiary German (Scale 4); (b) Head of Religious Education, a suitable experienced person is sought to co-ordinate the teaching of the well established subject (Scale 2); (c) Teacher of Mathematics (Scale 1); (d) Teacher of Physical Education, a man or woman is sought who is able to offer one or more of the following: Swimming, Olympic Gymnastics, Dance, Basketball/Netball. Application should be made to: The Principal, St. Vincent's School, 50 Nam Fung Road, Hong Kong.

St. Xavier's School (Principal Mr R. E. Brook), Co-educational, Group 11 school, 750 pupils with 100 in the Sixth Form requires for September 1984: (a) Head of Modern Languages, French to 'A' level with subsidiary German (Scale 4); (b) Head of Religious Education, a suitable experienced person is sought to co-ordinate the teaching of the well established subject (Scale 2); (c) Teacher of Mathematics (Scale 1); (d) Teacher of Physical Education, a man or woman is sought who is able to offer one or more of the following: Swimming, Olympic Gymnastics, Dance, Basketball/Netball. Application should be made to: The Principal, St. Xavier's School, 50 Nam Fung Road, Hong Kong.

St. Xavier's School (Principal Mr R. E. Brook), Co-educational, Group 11 school, 750 pupils with 100 in the Sixth Form requires for September 1984: (a) Head of Modern Languages, French to 'A' level with subsidiary German (Scale 4); (b) Head of Religious Education, a suitable experienced person is sought to co-ordinate the teaching of the well established subject (Scale 2); (c) Teacher of Mathematics (Scale 1); (d) Teacher of Physical Education, a man or woman is sought who is able to offer one or more of the following: Swimming, Olympic Gymnastics, Dance, Basketball/Netball. Application should be made to: The Principal, St. Xavier's School, 50 Nam Fung Road, Hong Kong.

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YOUTH & COMMUNITY

LONDON

Inner London Education Authority
YOUTH WORKERS
INC Salaries and conditions of work. Applications for posts in London. Scale 1: £2,570 - £3,400. Scale 2: £3,400 - £4,200. Scale 3: £4,200 - £5,000. Scale 4: £5,000 - £5,800. Scale 5: £5,800 - £6,600. Scale 6: £6,600 - £7,400. Scale 7: £7,400 - £8,200. Scale 8: £8,200 - £9,000. Scale 9: £9,000 - £9,800. Scale 10: £9,800 - £10,600. Scale 11: £10,600 - £11,400. Scale 12: £11,400 - £12,200. Scale 13: £12,200 - £13,000. Scale 14: £13,000 - £13,800. Scale 15: £13,800 - £14,600. Scale 16: £14,600 - £15,400. Scale 17: £15,400 - £16,200. Scale 18: £16,200 - £17,000. Scale 19: £17,000 - £17,800. Scale 20: £17,800 - £18,600. Scale 21: £18,600 - £19,400. Scale 22: £19,400 - £20,200. Scale 23: £20,200 - £21,000. Scale 24: £21,000 - £21,800. Scale 25: £21,800 - £22,600. Scale 26: £22,600 - £23,400. Scale 27: £23,400 - £24,200. Scale 28: £24,200 - £25,000. Scale 29: £25,000 - £25,800. Scale 30: £25,800 - £26,600. Scale 31: £26,600 - £27,400. Scale 32: £27,400 - £28,200. Scale 33: £28,200 - £29,000. 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Shipping date, 20th February 1967.

EDUCATION ADVISORY OFFICERS

3 POSTS

The newly created Business & Technician Education Council has three immediate vacancies for staff to join the Council's team of Education Advisory Officers. Applications are invited from those with a particular interest in one of the following educational areas:

- Pre-vocational education
- Business studies - 2 posts, one with specific reference to applications of new technologies in the office.

One of the business studies posts will be filled on a fixed term contract or on secondment until 30th September 1985. The other two will be permanent appointments.

For each post, applicants should preferably have both relevant educational and commercial/industrial experience as well as appropriate academic/professional qualifications.

Although these appointments will be based at the Council's offices (in London), applicants must be prepared to travel extensively and regularly within the UK.

Salary, depending on age and experience, will be on one of the following scales:

£11,010-£14,610 or £13,270-£17,230

Applicants who seek appointment on secondment may exceptionally be appointed to a higher salary scale.

Please send written application accompanied by CV, with full address and daytime telephone number (if available), to:

Anna Lorbeck, Personnel Officer,
Business & Technician Education Council,
Central House, Upper Woburn Place,
London WC1H 0HH.

Closing date for receipt of applications is Friday 27th January 1984.



Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointments as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the educational system.

Current vacancies are for specialists in:

PRIMARY EDUCATION Ref 1/84

Candidates should have appropriate teaching experience and knowledge of current thinking and practice relating to primary, primary or middle schools. It will be an advantage if they have knowledge and experience in any of the following: mathematics, science, crafts, art or music. Candidates should indicate whether they have particular experience with part of the relevant age range and should refer to any special interest or knowledge of other aspects of the primary/middle school curriculum.

SECONDARY EDUCATION Ref 2/84

Religious Education
Candidates should have graduate qualifications in theology, religious studies (or related areas) either in a single subject or in a combined studies degree. Recent experience of the subject in secondary education, teacher training, advisory work, further or higher education are required.

General Secondary

Candidates should have good academic qualifications and substantial experience in a senior management position in secondary schools. Applicants with experience of industry or careers other than education will be welcome, but it is important that such applicants should normally have completed at least 6 years teaching in, say, two establishments.

Starting salary for all posts is within the range £15,600-£20,800 (higher in London). Relocation expenses of up to £3,000 may be payable.

Application forms (to be returned as soon as possible and not later than January 27th, 1984) and further information may be obtained from Mr. E. D. Foster, Department of Education and Science, Room 16/17, Elmswell House, 39 York Road, London SE1 7PL, telephone 01-522 9222, extensions 2766 or 2237. Please quote the appropriate reference.

DORSET COUNTY COUNCIL

Woodroffe School, Lyme Regis Harcroft Boarding House

Resident Assistant

Houseparent

Required from January 1984, at Harcroft House, which is one of three boarding houses attached to the Woodroffe School (Comprehensive: NOR 860).

You should be interested in the education and welfare of the 50 boys (11-14) who live at Harcroft and attend Woodroffe School.

Hours of duty 46 hours per week term time only. The largely evening and weekend duties include the supervision of the boarding house and recreational activities. You should possess a full valid driving licence.

Salary within the Dorset County Council Scale 1, £4385 by increments to £5493 with a sleeping-in allowance of £5.93 per night when rostered on duty.

Residence as part of the residential team is a requirement of the post and accommodation (with board), suitable for and person only, is provided for which a charge is made.

Candidates may telephone Mrs. P. G. P. (Houseparent) on 01548 2242 to find out more about the job.

Application forms and further details from the Headmaster's Secretary, The Woodroffe School, Upland Road, Lyme Regis (Tel: Lyme Regis 2222) returnable by 27 January 1984. (Please quote Post 01548 2242)

ADMIN. L.E.A.

LINCOLNSHIRE

CAREERS OFFICER

Shefferson

SS 27, 191 - 27, 896

Required at the Careers Office, 50 Roman Bank, Shefferson.

Applicants should preferably be qualified and/or experienced in careers work, including students who have completed D.C.C. courses.

The person appointed will be responsible for assisting young people to obtain employment, further education and/or training for the development of the Youth Training Scheme in the Shefferson and Louth areas and for assisting the Careers Officers in the selection for and the training and follow up of individual people on such schemes.

Applicants must hold a full current driving licence and an essential car allowance will be payable.

The cost of living in Lincolnshire is high and therefore the salary and expenses will be paid in any appropriate cases where the person appointed is buying and selling a property.

Application forms and further details are available from the County Personnel Officer, Lincoln (Tel: Lincoln 444 444). Please quote ED 513.

CLOSING DATE: 31st JANUARY 1984. (53581)

£11,010-£14,610 or £13,270-£17,230

Applicants who seek appointment on secondment may exceptionally be appointed to a higher salary scale.

Please send written application accompanied by CV, with full address and daytime telephone number (if available), to:

Anna Lorbeck, Personnel Officer,
Business & Technician Education Council,
Central House, Upper Woburn Place,
London WC1H 0HH.

Closing date for receipt of applications is Friday 27th January 1984.

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BRISTOL

DIOCESE OF BRISTOL

EDUCATION OFFICER

Director of Education

The Diocese wishes to recruit a Director of Education for the Diocese of Bristol.

Applications will be considered from men or women of any age, who are qualified in education and have experience in the field of education. The successful candidate will be responsible for the development of the Diocese's educational policy and for the supervision of the Diocesan Education Office.

Requests for Job Descriptions before 31st January 1984. (53581) 500000

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